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ABSTRACT

The New York-London Middle Schools Project of 1976 provided an opportunity for a representative group of London educators to study New York City's public school system in terms of school community relations, school based planning and staff development at the junior high/intermediate school level. In this report, British educators provide a brief overview of their impressions of the project commenting on issues such as the relationship of education to society; teacher contracts; testing, evaluation and accountability; bilingual education and programs for minority students; school community relations; school and curriculum planning; school based staff development; school industry linkages; and educational reform. Profiles of schools visited and comments about them are also provided. A series of papers, prepared as background information for the British visitors are also presented. They cover such topics as decentralization and community control; the state of the arts of middle schools; a psychological anthropologist's view of ethnicity and schooling; strategies for school development; organizing, administering and supervising middle schools; public education in New York City; remediation in the middle school; the results of an experiment which redesigned school space; the role of parents in the middle school, and suggested strategies to bring the world of work to the classroom. (Author/AM)

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REPORT TO THE VINCENT ASTOR FOUNDATION

NEW YORK/LONDON MIDDLE SCHOOL CONFERENCE

October 25-29, New York City

U S DEPARTMENT OF HEALTH
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INTRODUCTION

The New York-London Middle Schools Project of 1976 grew out of a visit by Louis McCagg, former director of the New York Urban Coalition's Education Program, to the annual conference of British Teacher Centres * in April 1975. Teacher centre leadership expressed an interest in Coalition education activities, particularly with respect to school planning for schools enrolling children in the "middle years" -- our junior high or intermediate school ages. Among Inner London Education staff there was a rising concern for the problems experienced by many of their children in that age range. As in New York, problems of poverty, immigration, racial and ethnic differences all impact on the school system.

From Louis McCagg's reports about New York City's mini schools, alternative schools, school-community relations, and private support of organizations such as the Coalition, a series of discussions and correspondence led to the development of the New York-London Middle School Project.

The purpose of the project was to provide an opportunity for a representative group of London educators to study New York City's public school system in terms of school-community relations, school-based planning and staff development at the junior high/intermediate school level.

More than 35 educational organizations, non-profit agencies and business corporations joined with the New York Urban Coalition to sponsor and assist the project. A grant from the Vincent Astor Foundation provided the major financial support. The formal project schedule was set for the week of October 25 through October 29. The week following provided an opportunity for the British visitors to revisit schools, to visit other schools and offices and to meet with other educators and interested persons.

The project schedule of activities included daily briefings or addresses by education officials, critics, and scholars; visits to selected schools and community school districts; panel discussions; meetings with Board of Education staff; parents; community leaders, business representatives and union officials. Luncheon and dinner speakers filled out the heavy schedule. (The project's program showing the daily schedule is included in this report.)

In addition to the daily activities, the British participants received and collected volumes of descriptive material and data from the schools and offices they visited. Because of the mutuality of interests between the British and American educators, the visitors were both sensitive and skillful in absorbing so much information and grasping the complex problems which currently beset the New York City system. Language differences in a few instances created polite bafflement as Americans tried to explain what a "captive lunch situation" was or why we persisently refer to the majority population of the City's schools as "minorities." But, the schools and district offices graciously greeted the visitors with tea and welcoming posters, smiling student escorts, staff and parents. The British responded with a deep professional interest in the children and how they learn, in the teachers' successes and problems and in the principal's administration. Their questions and their observations demonstrate that in London, public education is a human endeavor designed to serve the needs of children and staff, and that as professionals, they were wholly committed to

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*Teacher Centres are separate facilities in the British public education system which provide resources and training for teachers and other support services at no cost to the teachers. Centres are either multi-purpose or specialize in different subjects.

their fields -- whether as administrators, inspectors, teachers, journalists, or parent leaders.

The visitors were selected to provide an across-the-board representation of the Inner London Education Authority along with other professionals concerned with education. They range from the newly appointed Education Officer (the equivalent of our Chancellor) to classroom teachers and journalists.

The following brief biographies demonstrate the range of their backgrounds and professional qualifications:

Tina Bromberg, Head Teacher, Colville Primary School, Notting Hill. Born and educated in South Africa, she has a Teachers' Certificate from the Institute of Education, London University. Before her appointment as Head Teacher at Colville, Miss Bromberg was a teacher in South Africa and served in several infant and primary schools in London. A current project is the Colville Nursery Centre which will provide care and education for children under five years of age. She teaches weekly classes in pottery for seven to 18 year olds, and for parents and friends.

Trevor Carter, Head, Social Science Department, Deputy Housemaster, Brooke House School, Hackney. Born in Trinidad, West Indies, Mr. Carter has been a merchant seamen, an optical technician, a reporter in Guyana and a civil servant in London. As a teacher, he is active in Community Relations Council affairs and is an executive and management committee member in Hackney. He is chairman of the Carribean Teachers' Association and Branch Committee member of the National Union of Teachers. He is a frequent visitor to New York; and his brothers and sisters who are residents in the New York area extended their hospitality to his fellow educators and the New York members of the project during the two weeks of the meetings.

Del Goddard, Acting Warden, Rachel McMillian Teachers' Centre, Southwark. Mr. Goddard was educated at Goldsmiths College in London. He has taught in primary schools and was appointed Warden in 1970. He is active in the National Union of Teachers and is a member of their National Teacher Education Committee. He is Chairman of the Wardens Regional Association for South East England. His specific educational interests are induction of probationary teachers, training of tutors and school focussed in-service education.

Adam Hopkins, Education Correspondent, Sunday Times, London, (equivalent of education editor). He was educated at Kings College, Cambridge, with a degree in English Literature. He has lectured with the British Council in Madrid, worked as feature writer on a Welsh National daily; lectured in journalism at Polytechnic in Central London and, on the Sunday Times has been a reporter, feature writer and deputy news editor. He has written and published poety and a book, Crete Its Past, Present and People, will be published by Faber and Faber in February 1977.

Peter A. Newsam, Education Officer, ILEA. Educated at Queens College, Oxford in Politics, Philosophy, and Economics, he has both a Master of Arts degree and a Diploma in Education. After serving in the Economic Department of the Civil Service, he began teaching in 1955. He has held a series of administrative posts in North Yorkshire, Cumberland and London and was appointed ILEA's education officer on January 1, 1977. His interests in education include: "(1) the various ways of organizing education, in schools and outside, for 11-18 year olds; (2) the distribution of decision-making within a large education service and the scope for its devolution; (3) a variety of specifically inner-city problems including ways of meeting the needs of ethnic minorities."

Kenneth Pinder, H.M. Inspector: District Inspector Hertfordshire, received a Bachelor of Science from King's College, London University and a Certificate in Education from Cambridge University. He served in the Education Branch of the Royal Air Force; as a Physics Master in schools and was appointed to be one of Her Majesty's Inspectors of Schools in 1967. (Her Majesty's Inspectors are appointed by the Crown on the recommendation of Great Britain's Secretary of State for Education and Science -- a national appointment as opposed to a local education authority district appointment.) Since 1975, he has served in Hertfordshire and as Eastern Divisional Science Specialist. He has served on special committees, and in 1974 was a member of the British Council delegation to study science education in the U.S.S.R.

Henry Pluckrose, Headteacher, Prior Weston School, London. In his present post since 1968, he is also an editor and author. His books include: Open School, Open Society; Creative Art and Craft; Creative Themes; and other books. He has edited several children's art books, and teachers art reference books and is the editor of Art & Craft in Education, a monthly publication. New Society (a British publication) reports that he "is one of the few contemporary primary heads who can both run a school effectively and write about it intelligently."

Alan Radford, District Inspector, ILEA. His education includes a Bachelor of Arts in Geography and History, a diploma in Education; a Bachelor of Science in Economics, a Masters Degree in Education and a Master of Arts in Geography. He served as an assistant master and a deputy headmaster in several schools; was a British Exchange Teacher in St. Charles, Missouri. He became Headmaster of Eston Grange County Secondary School in 1959 and was appointed District Inspector in 1966. He is responsible for primary, secondary and special schools in the West London Borough of Hammersmith. His specialist subject area is geography.

John Malcolm Raynor, Senior Lecturer in Educational Studies, The Open University. (A university covering the United Kingdom which awards degrees to part-time adult students who study by means of radio, television and correspondence texts.) Professor Raynor was educated at the College of St. Mark and St. John, London; The London School of Economics, the University of Liverpool and the University of Sussex where he received a Doctorate in Philosophy in 1973. He is an author and a film director. His books include: The Middle Class, Cities, Communities and The Young; Equality and City Schools; The Political Economy of Urban Schooling (with Jack Barnes.) His films include: Open Classroom (Wellesley, Mass.); Open School (Parkway, Phila.); Open University (C.U.N.Y.) He has lectured at universities in Pennsylvania, Michigan, Illinois, and Georgia.

Raymond Jon Shostak, Warden, South West Hertfordshire Teachers Centre. An American, Mr. Shostak was educated at Syracuse University and has a Masters Degree in Bilingual/Bicultural Education from the University of Southern California. After teaching in a junior high school in California, he went to England and taught at Leggats School in North Watford, Hertfordshire. He became Deputy Warden in 1975. He is active in the Wardens Regional Association and in the National Conference of Teachers Centre Leaders. He was a coordinator of the New York-London Project.

Anne Sofer, Governor/Manager of Three London Schools, Director National Courses For Governors and Managers. Mrs. Sofer's education includes a year at Swarthmore College in Pennsylvania and her undergraduate degree is from Oxford. She also has a Diploma in Education from the University of London. As a teacher and a parent, her activities have been focused in the London schools. She is a current member of the ILEA Education Committee, which oversees the conduct of the education system. She has been chairman of her local schools managing body and has been selected to be the Labour candidate for St. Pancras North constituency in the 1977 election to the Greater London Council/ILEA. Mrs. Sofer has published a number of articles on parental involvement in education and on comprehensive reform.

Robert Ernest Thornbury, Warden, Sherbrooke Teachers Centre ILEA. An author and educational consultant, Mr. Thornbury has traveled widely throughout the United Kingdom advising and lecturing on the development of teacher centres and in-service training. In addition to his teaching experience he has been a social worker and is active in public housing and experimental cooperative housing projects. His book, Teachers Centres was published in New York in 1974. He recently authored a study of urban policies and the classroom which will be published in 1977 (The Changing Urban School, Methuen.) Mr. Thornbury was a coordinator of the New York-London Project.

Bev Woodruff, ILEA Inspector For Community Relations. Mr. Woodruff is a graduate of the University of Cambridge and the London University, Institute of Education. He has taught in inner and outer London and was Deputy Headmaster at Tulse Hill School. As a member of a working party he helped compile a book list appropriate for West Indian Children in London Schools; was a co-organizer of a Black Studies course; and a member of the National Committee on Racism in Childrens' Books. On a Ford Foundation Fellowship, he studied alternative education in New York, Boston, Wilmington, Philadelphia, Oakland, and San Francisco. He has lectured, broadcasted, and written extensively on multi-ethnic education in inner cities.

Acknowledgements

The Project was greatly assisted by the counsel and support of its Advisory Committee. Its members: Joseph G. Barkan, Member, Board of Education, Consultant Council of Community School Boards; Leo Bernardo, Director of Planning, Board of Education; Jack Bloomfield, Principal, Junior High School, Board of Education; Alice Cardona, ASPIRA of New York, Inc.; Linda Gillies, Director, Astor Foundation; Hortense Jones, Director Center for School Development, Board of Education; Philip Kaplan, President New York City Community School Board Association; Seymour Lachman, Professor of Education, Baruch College, City University of New York; Stephen Leitman, District 10, Supervisor for Curricula and Instruction; Alfredo T. Mathew, Jr., Executive Director, Division of Community School Affairs, Board of Education; Mary McNulty, Head of School Division, Association of American Publishers.

Two persons in particular played major roles in the development of this project and to them go our very special thanks. Bernard Barnes, retired Vice President and Secretary of Time, Inc., who was in on the inception of the project idea, visited Teacher Centres in Great Britain, and was a constant source of support on the Advisory Committee.

All who participated recognized the very special contribution of Sol Levine, Vice President for Junior High Schools, United Federation of Teachers in providing information, arranging meetings and in every possible way assisting the visitors during their stay in New York.

For the Board of Education, Jerome Parker, Director of Special Events and Projects, was a most gracious host who worked tirelessly to see that the visitors were welcomed and provided for on all occasions. A highlight of the visit was the dinner hosted by the Board of Education on board the school ship, SS John W. Brown.

Perdita Burlinghame, Chantal Hodges, Mary Lou Jones, Billie Mudry and Joan Ross helped to organize the conference and to keep it moving on schedule.

A list of the many corporations and organizations who contributed to conference activities appear in the conference program in the appendix of this report.

The chart on the following pages briefly describes the New York City and Inner London School Systems as background and clarification for the subjects discussed in the Project. Readers are urged to review the program included in this report which lists speakers, and schools and school districts visited.

The data sources for the chart are:

1. New York City Public Schools Facts & Figures 1974-1975 (New York City Board of Education, 110 Livingston Street, New York, N.Y. 11201)

2. New York Times, September 20, 1976 "New York City's Schools Are Being Bludgeoned," by Bernard R. Gifford

3. Welcome to London Schools (Inner London Education Authority, County Hall, London)

	NEW YORK CITY	LONDON
EDUCATION AUTHORITY	Board of Education of the City of New York (includes all five of the City's Boroughs.)	Inner London Education Authority (includes 12 Inner London Boroughs and the "City" of London.)
BOARD/AUTHORITY MEMBERS	City-Wide Board has seven members. Two are appointed by the Mayor and five elected Borough Presidents each appoint one member.	ILEA has 48 members. 35 elected Councillors of the Greater London Council; 12 Representatives from the Inner London Boroughs and one representative from the City of London.
METHOD OF SELECTION	32 Community School District Boards have nine members each, elected by voters in each of the districts.	ILEA appoints to education committee 17 additional persons "experienced in education; acquainted with needs of various kinds." Five of the 17 are serving teachers in the area.
JURISDICTION	City-wide Board has jurisdiction over high schools, special schools and classes, and other city wide operations (i.e. collective bargaining) and policies. Community Boards have jurisdiction over elementary and junior high - intermediate schools in their districts, subject to policies established by city wide board.	The Authority appoints bodies of managers and governors who exercise the oversight of the conduct and the curriculum of the schools. The Authority's area is divided into 10 divisions.
FUNCTION:	Provide approved instruction in regular grades from pre-kindergarten through high school, and in special schools and classes. Supplemented by evening schools, continuing education, recreational activities.	Securing that efficient education throughout three progressive stages -- primary education, secondary education, further education -- shall be available to meet the needs of the population of their area. Also provides youth services -- leisure time activities, and career services -- vocational guidance.

SCHOOL ORGANIZATION

#	Type of School	1976-1977 Total Pupils
638	Elementary (Kindergarten-sixth grade)	512,530
174	Junior high or intermediate (sixth-ninth grade)	223,893
110	High School: Academic or Vocational (eight-twelve grade)	317,200
62	Special education (Handicapped, retarded, etc.)	41,675
984		1,099,298

#	Type of School	1976 Total Pupils
43	Nursey (ages 3-5)	3,849
860	Primary (ages 5-11) (infant 5-7; junior 7-10+)	219,013
198	Secondary (ages 11-16+ or 18+)	179,523
124	Special (handicapped, retarded, etc.)	10,193
1,223		412,578

ADMINISTRATION:

Chancellor

Appointed by City wide Board for a term of two to four years.

Seven Districts: Community School District Affairs; High Schools; Special Education and Pupil Personnel Services; Educational Planning and Support; Business and Administration; Personnel; School Buildings.

TEACHING STAFF

Type of Schools	1976 # Teachers	Pupil Teacher Ratio
Elementary	17,703	29
JHS/Intermediate	10,691	21
High Schools	10,606	30
Special	4,630	9
	43,630	

OTHER STAFF

Community school District Superintendents (responsible for elementary, JHS/Intermediate schools in district); High School Superintendents (by Boroughs); Principals; Assistant Principals; Guidance Counselors; Para Professionals (teacher classroom aides); Administrative staff Professional; Administrative Staff Clerical; Maintenance Staff.

NOTES ON SIMILARITIES/ DIFFERENCES

New York City has about 400,000 children enrolled in fee-paying parochial (religious) schools. Financial aid is given for transporation, free meals, handicapped students through use of federal funds and through City policies. The systems are otherwise entirely separate.

The United Federation of Teachers bargains system wide for salaries, fringe benefits, and working conditions. Seniority of teachers is system-wide. Tenure is attained after a three-year probationary period.

New York State Law requires school attendance of children aged 6-17. The requirements of the law are satisfied by completion of high school regardless of age. Subject to space, children of four and youth up to age 21 may attend educational facilities provided by the City school system. A high school Diploma is granted those who complete high school.

Education Officer

Appointed by Inner London Education Authority for indefinite term.

Eleven Branches: Secondary Schools; Primary Schools; Special Education; Teaching Staff; Further and Higher Education; Community Education and Careers; Development and Equipment; Establishment (Administrative Management services); External Relations; Accounts; Education Catering Services; also: Inspectorate, inspection of educational establishments and advice on their work and organizations; Finance Officer.

Type of Schools	1976 # Teachers	Pupil Teacher Ratio
Nursery	131	29
Primary	10,821	20
Secondary	12,120	15
Special	1,358	7
	24,430	

Divisional Officers (responsible for schools within a divisional area)
Governor: Lay member of the community appointed to the governing body of a specific school.
Manager: Same as above for primary and nursery school.
(Governing bodies of each school also include the head of a school, a teacher and a parent.)
Chief Inspector/Inspectorate: Responsible for general oversight of schools, reporting, probation of teachers, professional counsel and encouragement in school organization, successful practice, advice on appointment, allocation of staff to schools, subject areas, training for teachers, etc. Inspectors work in each of the ten divisions in either staff or subject areas. Senior inspectors supervise groups of inspectors.
Head Teacher/HeadMaster/Headmistress: Chief administrator of a school.
Housemaster: Senior teacher with responsibility for the welfare of the students in one section or 'house' of the school.
Warden: Responsible for management of teachers centre in district (under inspectorate) provides resources, courses, advice, etc. to area teachers.

London's ILEA includes 342 voluntary aided denominational schools which receive all but 15% of capital costs and all running costs from public funds. The schools are free, but are church schools. The inclusion of these schools into the London County Council system (forerunner of ILEA) began in 1902, and the concept was expanded in a law passed in 1944.

Teacher unions are national in character. ILEA teachers may belong to the London Branch of the National Teachers Union. Other organizations representing staff are London Association of the National Association of Schoolmasters/Union of Women Teachers; Incorporated Association of Assistant Masters in Secondary Schools; Association of Assistant Mistresses.

Salary levels are set nationally.

Tenure is granted after one year, but there is no seniority system.

The Education Act of 1944 (national) established the principle of secondary education for all. Current planning calls for elimination of the "11+" selection system which formerly divided those leaving primary schools into academic or vocational groups with the smallest group being fed into preparation for a university education. The plan is to allow for comprehensive schools catering to the whole range of secondary ages and activities. Schools provide courses leading to the General Certificates of Education at Ordinary or Advanced levels to the age of 18 or older. Compulsory school age is 16.

A REPORT OF THE BRITISH EDUCATORS OBSERVATIONS ON

THE NEW YORK-LONDON MIDDLE SCHOOL PROJECT

On reviewing the final report one participant commented: "I think it's the New York air that made us all so exuberantly cocky! I just wish we had said more often that we have plenty of bad teachers, angry parents, boring textbooks, and disorganized schools in London too. It was a rest cure to get away from them and criticize somebody else's system for a change."

Overview Of Impressions:

At the end of the first week of meetings and school observations, the visitors briefly described their collective impressions to a small audience of New York City educators and project participants. Their comments were tape recorded and are presented here with minimal editing to provide for a written format. Names of the speakers are indicated to account for the change in style and voice. Additional comments, observations and recommendations compiled from interviews, daily logs and other reports appear in another section of this report. (pages 16-49)

Peter A. Newsam:

It is important to understand the limits of our comments on this really highly complex set of problems in the short time of our visit. We were genuinely impressed by the comprehensiveness of the week's programme. It was a massive briefing, which proceeded coherently and we were all delighted with the degree of access to the school system which we enjoyed. We tapped most of the sources of power and received enough information to work out for ourselves where gaps might have occurred. The solution the Coalition adopted, bearing in mind the strictly limited time factor, was the right one to allow us to see as many significant educators in New York as possible. The only reservation was in school visits, where I think one has to be very perceptive indeed to come up with any worthwhile comments on a cursory visit.

We would like to make four general points in this overview:

1. We see the setting in which you operate the school system in New York as being something like our setting in London. You have a fragmented society in which a whole range of problems and influences bear upon the schools and to which the schools have to respond. We cannot see schools in isolation from the setting in which they are placed. Bearing in mind that we know the schools we visited in our first week were chosen with great care, we can say that, at least in some areas of the system, we have seen a glow, something which is warm, alive and educationally, deeply valuable. It shows that it can be done whether it is here in New York or in London and that is the thing we must hold on to.

2. The second point may seem obvious, but teachers are people, and people explore the areas of their freedoms. Where you are free, that is where you explore. The curriculum here is rather more tightly controlled than it is on our side. Also, in New York schools there is no control over the movement of people -- teachers come and go. That is laid down somewhere else than in the school, so it is not an area of total freedom. Here also, so much effort, money and time are spent on elaborate means and methods of developing curriculum. The contradiction which

appears to us is that you are separating the program in the school from the teachers who are doing it. To us, the program and the people are inextricably linked. To remove the people is not necessarily to lose the program but to do something quite different from what was originally developed and thus limit the exploration of freedom.

3. The third point is the question of what is a school. Schools are living organisms -- and some of your principals spoke of their schools in those terms. If you use the metaphor of schools as fruit trees, you don't keep pulling them up to examine the roots -- just to see how they are doing down there -- because if you do, you will damage the roots and the fruit won't be too good. You can also look at a school as a mechanical operation with interchangeable parts. I suppose we tend to prefer the metaphor of the school as a living organism and are less happy with a metaphor which talks of separate inputs into this machine -- such as delivering curriculum to children. We rather liked the remark made by one of your principals. The superintendent had said, "Oh, that was the year we opened the building." The principal said, "Oh no, that was the year we opened the school."

4. The fourth point is about open education. We would not wish you to attribute to us some of the ways in which open education has been thought of in your country. We do not think open education can be described predominatly in physical terms, such as, the absence of walls. It isn't a question of providing an open building -- a barn-like structure where several hundred children go and are taught. The openness is in terms of curriculum which is itself open to change in time and dimension.

A general observation about New York City's school system: We see a contradiction at the heart of the system. Fiscal problems and the teachers' contract mean that teachers have to move out of the system and within it. Moving out is a fiscal matter, movement within is largely a contractual matter. Yet, we feel even with the reduced staffing caused by movement out of the system, it remains true that the only way to secure good planning or staff development is to assume at least a core of permanent staff. Without this, the process of planning and staff development is a charade. The wooden horse in the system is the teachers' contract. New means must be found of assuring teachers their rights and providing them with the security they properly need. Symptoms of the problem are evident in the hostility to the teachers from the press, parents and educational critics and in the fact of little protest on the educational point from the teachers even when they see a school being destroyed. It is their contract which is doing it, you see. There is a need for creative fusion at the top between educational and administrative levels. The efforts to get around educational problems -- mini schools, alternative schools -- are all based on teacher-pupil security--knowing the teacher will be there the next day, the next week, the next term.

Perhaps one of the most heartening things in American education is the belief that it is still possible to use education to achieve social change. It is optimistic, but it may not be realistic. We have witnessed in post-war

Britain a complete failure to achieve social equity through educational reform. The schools cannot be blamed for changes in the urban environment -- changing population, unemployment, media influences, etc. We cannot accept the concept of New York as a dying city -- educationally or otherwise. The question may be: Is education a mirror of society or is it a change agent of society?

We have broken down our comments into three parts. The first relates to school-based curriculum planning, the second to staff development and the third to the school community.

Henry Pluckrose:

We question the quality of books used nationally here in schools and the degree to which children are actually reading books as opposed to learning how to read.

I happen to be on the book side as well as on the teaching side. One of the ways in which we prepare our books is for a writer or a teacher to submit an idea to a publishing house. If it's a good idea, we say "let's market it." We don't say "hang-on, let's send it to Cornwall to see if we offend any of the Cornish fishermen; let's send it up to Scotland to see if we offend any of the people who work off the oil rigs; let's send it across to East Anglia." You get the message. It is about the quality of ideas. I don't think anybody in England is going to produce either racist or sexist literature for children and get away with it. I wonder however, if the checks and balances in your publishing industry doesn't result in books which are produced from vigorous ideas ending up as dry shredded wheat.

Going on to creative ideas, there is a greater appreciation on our side of the Atlantic of the place and purpose of the creative arts in education. It isn't any good to expect your curricula to be integrated, if in order to save money, you cut out the arts. The arts are a means of integration and without them any integrated program will die. Nor are they a soft option. They are in their own way highly rigorous.

In England, Open Education isn't a question of providing an open building. It isn't a question of making a physical structure if you have simply taken away the doors and the walls and given essentially the same teaching you would have had if you put those children in traditional classrooms. We see openness in terms of curricula -- what the children need of a teacher at this moment, in this school, in this community. Not, what are the things we are going to teach. It's very much curricula which is open to change in time and in dimension. It is open to people as teachers -- high school students helping in the elementary grades, people with specialists jobs, the local doctor, the local community worker. It is open to a great variety of people of all sorts of professions and ethnic groups who enrich what is happening in the school. In England, we see it as functional openness, and the school as a social support agency. It must be much more than just an institution of learning -- a place to pick-up facts. We see it open in time. We don't see schools shutting down at 4:00 o'clock because the teachers have gone home. We see some teachers working at different hours to carry the children who need this through the day. We also see openness in terms of dimension -- in

where we learn. It is not just a question of going to an open school, in Brooklyn, for example. The school program should be outside and external so that the children are taken beyond the school walls. Essentially, openness in education as we see it, is not about space; it's not about the buildings; it's not about the architect. It is the openness in people's minds, the openness in teachers' minds, the openness in parents' minds.

This may be very obvious to you but the way in which funds go into schools strongly determines the way in which schools operate. In the States, it seems to be generally accepted that people outside the schools know more than the insiders. This is totally contrary to our experience. In London, outsiders would always assume that those who are in the schools know more. Our tendency is to find out and to express clearly to others what it is that the best people in schools are doing. We don't accept the notion that somebody outside would know more.

We did really admire the idea of mini-schools. We like the concept and plan to take it back with us. The essential condition for such a school to work however is that the program and the people are totally interlocked. The security of the children is not in the program structure, it's in the people structure.

Del Goddard:

We see staff development as being a crucial area in the educational system. The teacher is the biggest resource, the most costly resource and should be the most utilized resource. Effective staff development programs are essential. We, like Hortense Jones who spoke to us this morning, see staff development as following very similar patterns to child development. It too is a continuous process. However, we haven't seen it treated as a continuous process. Are teachers here moving progressively along some kind of developmental pattern? We have noticed the signs of instability in the system, of staffing turnover affecting a lot of what you do. But, it could be argued that it is even more important now to look at staff development as something to latch onto. The view of many of us is that staff development is integrally linked with curriculum development. We often see curriculum development as a medium for staff development. Curriculum policies must be seen as essential to developing schools. The teacher who participates actively in the development of curriculum will not just present it passively. Teachers are not technicians. The interaction between them and the children is important. Equally important in terms of the relationship between the teacher and the curriculum, is how the teacher is trusted to develop and teach the curriculum -- how the teacher is valued in the system. A staff development policy as we see it, is one in which the teacher is given the trust, the skills, the resources to develop the curriculum and to develop themselves as teachers.

Raymond Jon Shostak:

Ultimately when you consider the trust of the teacher, you must consider the trust of that person as an individual and as a professional. The key word is trust in him as a 'professional.' Like a child coming into a school, a teacher comes in with his own expertise, his own valid experiences. How much are you capitalizing on the particular strengths of teachers? With high staff mobility in a particular school, you no longer have a staff team to work with. But, if you are left with a core of people who were developing the ethos of

the school, the question is, are you using this core and are you using new teachers who come into the institution to their best advantage?

Teachers need to know where they can get help. Is the structure very clear to them? Do they know at which levels they can get help and support, and from which agencies? Will they be able to share and discuss their own personal knowledge? There are a number of levels in any teacher in-service work. They range from the single meeting with another member of the staff, to a full scale course. It is a question of fellow professionals sharing their knowledge and expertise and being part of the growth of their colleagues.

Kenneth Pinder:

The big difference we saw here was the role of the external evaluator who goes into but doesn't seem necessarily to be involved in the system -- whose actual contact with day to day classroom experience is somewhat remote. And, we felt that perhaps there is something to be said for a system (such as ours) which has a perspective view of the evaluative process which is itself deeply involved in the educational structure. Back home, we have two levels of inspector to do this and they overlap to a great extent. One of them operates at the local authority level and one at the national level. We provide this valuable perspective view. There are at least 400 of us at this level in the United Kingdom; a team of colleagues who provide a constant monitoring of the system right across the nation. It seems to us that this would provide enormous strength to your educational system. It may have to be much smaller -- perhaps on a state basis in your country. But at least there would be some people who would be perpetually involved, day to day, in the school system and not coming in with an outside view which isn't always relevant to education. The need in this process is for the people who are doing the evaluating to be very closely involved with the development of staff. In Great Britain, both sets of inspectors are very much involved in staff development. The people who are assessing our schools are also involved in courses training teachers on a short or long term basis. This interlocking of assessment and development seems to have strengthened our system and our schools.

Del Goddard:

In summary we see staff development as being the responsibility of all teachers, all levels -- the principals, the assistant principals, the supervisors. It must be an integral part of the work they do within schools and within the system right through the entire structure. It's a very central part of everyone's work. I think you have to ask, therefore, how do you train your staff, your principals and others in this very crucial area of staff development so that it becomes an in-service responsibility. If you are going to do staff development as an in-service responsibility you have to build time into the system to come together and do it.

Bev Woodruff:

You well know we've had about 20 years now of large scale immigration in our country. The immigrants from Cyprus and South East Asia, we were rather surprised to find, had problems because they couldn't speak English. The first response was to teach English as a second language. While this was going on there was another group of children coming into London schools from the Carribean. I think the general assumption which existed before immigrants began coming into our country, was one of assimilation. Yet, I believe immigrants were not necessarily assimilated but were integrated into our situation retaining elements of their culture which they wished to pursue. This is something we've heard from several sources over here -- people who were talking about it academically, people who were talking about it very personally from feelings about another member of one of these cultural groups. But as we went into schools I was looking for a sort of educational sensitivity toward those elements of a culture that a particular ethnic or cultural group want to retain as part of the education in the school. I haven't as yet found anything strong and positive to take back. I've been to schools where there is a Hispanic section and a Black cultural section in the library -- both very small indeed. I looked at the social studies work going on in schools and couldn't find the integration of these cultures into the curriculum. We've recognized a very strong movement to bilingualism. As many of you have pointed out this week, learning Spanish isn't merely learning the language, it's understanding the culture. It seems absolutely right that the movement to bilingualism must be within the full culture that the language is part of. Is this reflected in the bilingual curriculum in New York City schools?

Tina Bromberg:

I seem to find myself in a dilemma because I believe education should be for the physical, emotional and intellectural growth of the whole being. Schools play a big part in this, but should we just look at the schools? The school is not an island, and here as in London, not enough is being made of what a community can offer. I think that's a great problem. Does the education system take cognizance of the multi ethnic system in the community. Can we gear the curriculum to all of the children in the school? I can't find the answer and it worries me.

Adam Hopkins:

I'm speaking not as an education person but as a writer. There is a current crisis in education in England. A furious debate is breaking out over who should control what happens in the schools. Teachers in our system have a great deal of power. Suddenly everybody is asking do they have too much power? Should the parents make more of a contribution? What should be fundamentally controlled by the state and by state inspectors? Where should we start? We came here looking for some guidance because you are further on into this debate than we are. Now journalists, like scientists, work in much the same humble way -- developing hypothesis and testing. I arrived at a hypothesis almost instantly: that the parents' movement was tremendously convincing and powerful, had done a tremendous amount of good, and the school doors were wide open to them. I think this was because of the oratorical skill, the intellectual verve, and the capacity for intellectual ordering of the parent leaders we met here.

Also, I wondered because here you appear to have achieved decentralization as a genuine response to the spoken need of the parents. Well, I began to test this hypothesis and it looked 'dodgier' and 'dodgier' every day. First, what is the real composition of the parents groups? Are they fully representative of all parents, or are they simply representative of the most articulate, the most intellectually organized? Then, there is the question of decentralization itself. Do the school boards genuinely represent the parents? I began to realize that parents with children in private schools were able to play a large part in selecting community boards which control public schools. I asked myself whether that was just, right, or in fact, what was intended. Then there is the question of the participation of the United Federation of Teachers', of religious groups, of all organized groups in the community school board elections. There is the question of dealing with the Board of Education. We watched a really interesting meeting with the kind of open debate we just do not have in Britain. Once again, it was characterized by a very high degree of organization which was extremely impressive. But it was apparent that there was a real and unresolved conflict. There was a conflict over where the power really lay in the system, and who should have how much of it. Parents, it seems to me, were asking for, reduced to its fundamental terms, control of curriculum. There didn't seem much sign of their getting it. And I don't know if it's right they should have it. But, there is a real debate going on. You have a very valid and interesting idea that ownership of schools should be widened. However, you have not resolved it.

Peter Newsam:

If a parent really wants to come in the school, how much notice do they have to give? How do they get into the school? One knows what is said about it and we all say 'come in any time,' but then there is an appointment system. When you ask a parent in the school here what really happens, what they say is not always what we've heard from school administrators.

Robert Thornbury:

We've seen the Bronx and there is as much invisible devastation in many areas of London, particularly in the public housing sector, which takes up some 85% of our housing stock. We have, like you, lost large numbers of manufacturing jobs in the central city areas. We have, like you,seen a large scale migration of middle income groups. We have, like you, seen the collapse of public services. And at one point, schools were beginning to close as well. We have, like you, experimented with education policies which have been helping to shore up this inner city crisis. The problem is not only in London or New York. I've seen it in this last year in Australia. Even small scale urban societies like New Zealand seem to be experiencing the same problem. There are now voices raised arguing for a total urban strategy -- not just educational compensation programs, but pulling together housing experts, planners, welfare agencies to coordinate a total urban strategy. I was absolutely delighted to find that David Rogers, Bernie Gifford and a number of other highly respected spokesmen, highly placed professionals in your system are beginning to talk in this direction. You at least have preceeded us because you actually already have an Urban Coalition.

COMMENTS AND OBSERVATIONS

The following quotes are drawn from daily logs kept by participants, group interviews and reports prepared after the conference.

A. The School-New York and London

The New York City emphasis is on physical facilities and on delivery of curriculum -- a central organization model. In London, the emphasis is on distribution of resources to accomplish desired development in the school which is the central unit of management.

> "The New York notion of a school differs from ours. Subject to all the usual cautionary remarks about the limited value of generalizations, it can be said that whereas we ordinarily think of a school as something organic, with a life of its own, capable of growth and development, the New Yorkers think of it more as a vehicle for delivering a curriculum to its passengers, the children. To pursue the metaphor a moment: our talk from County Hall is nearly always of distribution: of distributing resources and ideas in the expectation that these will aid whatever development it is we seek. In contrast, New Yorkers speak of results. What is this place producing; they ask of a school. It is the vehicle's destination that interests them above all. We may have lessons to teach each other here."

> "There are four main components of a school: the premises (physical facilities), the curriculum, the teachers, and the children. In New York, the emphasis is on the first two. The schools, despite all the surrounding (neighborhood) hazards, seem cleaner than ours. The curriculum is looked after with equal care. Each grade has its fully worked out curriculum within which there is room for experiment but to which there is no approved alternative. Given the fixed points of the premises and the curriculum, the importance of the individual skills of the teachers diminishes somewhat. To return to the metaphor of the vehicle: teachers are seen as interchangeable parts of the machinery. If one teacher/part goes, any other teacher qualified in the grade can take his place; so the recent high incidence of movement of teachers between schools is not thought as damaging as it would be here."

"In England, teachers are more and more accepting their involvement in the child's life outside school -- knowing his background, easing transitions and problems. Here, there is greater use of guidance counselors (though now laid off!) In London all welfare, recreation and youth services, with the exception of health care are the responsibility of the Education Authority."

"In London, the school is regarded as the central unit of management, financing and staffing."

The New York system seems to be fragmented with little coordination between Junior High and High School curriculum planning.

"For example, Deputy Mayor Gibson said: 'Our education system does not flow. It is segmented. There is not enough relationship between the elements.' We spent the week examining organizational modifications imposed by adults. It is hard to remember it is all about children. Suppose, that you are moving up from elementary school where you have been taught math one way and experience in Junior High a totally unrelated course. Is it not here, in an arbitrary discontinuity that total confusion may set in for a child? Perhaps we should be looking at the chasms in the system rather than the unclimabable outcrops."

"Is two years in one school at a crucial time in a students life enough time to build up sense of belonging which is essential for any community to function well?"

"A lack of communications and integrated curriculum planning between High School principals and Junior High School principals is worrying."

"A hostile attitude is engendered by the separation of Middle and High Schools. We did not see a High School but its 'negative' influence was very noticeable."

The size of the system and the schools is viewed as problematic, although the mini-school concept is an idea the British will take back.

"Students are one of an army. They need options. Small size produces niches, enable students to be individuals rather than conforming to a group culture. The number of niches in schools to which students can relate are not exactly numerous in your system."

"Scale is another point: We had a conference in Great Britain last year on the theme: 'Small is Beautiful.' We looked at things broken down into small units. Research suggests that, across industry, trade unions, from ship-building to education, people need to be able to relate to people not to institutions. The size of your system or your schools is a fundamental problem. The divorce of high schools from the community districts basically seems plain 'daft.' Schools are too big. Vertical integration between units which are small components of systems is where the mini-school is good. The answer however is not in the old one room village school however; that's nostalgia."

"The mini-school idea may be transferable to Britain. Would this however affect the comprehensive curriculum now possible in many of our schools?"

Housing policies burden schools with desegregation problems.

"Should schools be anything other than what is in the community? I had a feeling that the issues of segregation/desegregation were tending to dominate educational policy. Should zoning and busing play so important a part? The children are there for the schools that are there in their community."

"It has been explained that magnet schools were set up to encourage integration. We haven't seen any and they may be a good thing, but they seem to me to acknowledge the consensus of despair with the ordinary system almost as if you have to create something special for a few to keep them in the system and make it look as if everything is improving. Meanwhile, the ordinary schools will be even more bereft of their more motivated children. The New York system is very much more selective then I had realized before I came."

"Cannot reconcile belief that there's a full committment to full integration with the fact New York school's are becoming completely segregated. Decentralization, housing, where does one find the reason?"

"The lack of a desegregated housing policy puts the burden on schools to desegregate."

B. Relationship of Education to Society

The British challenge the notion of schools as the key element in social change and question U.S. methods of education financing. Housing, welfare planning and employment all impinge on education.

"Dr. Clark's talk has changed little since his stimulating analysis in the 50's and 60's, but it failed to acknowledge the efforts made to improve New York's schooling over the last decade by the variety of experiments and by the involvement of communities, parents, ethnic groups, etc. Dr. Clark still based his hopes on the possibility of the American school compensating for the defects of American society. The schools can make a major contribution, but these are high expectations and perhaps too optimistic. It was however, an honor to have met a really great educator."

"Yes, people have failed; systems have failed to give black kids their real opportunity. Something does need to be done, obviously, but can schools be the main agent? What does a return to basic good education of the 1930's mean?"

"Why should school be seen as the one essential element in social change? We have witnessed in post-war Britain a complete failure to achieve social equity through educational reform; and here is a wise-looking man who continues to believe in social engineering by means of schools."

"One of the most heartening things in American Education is the belief that is still possible to use education to foster change. I'm not sure we in Britain still believe in the power to do the same thing. There is a deep belief in American society that the pie will continue to grow and that through education people will have a bigger share of the pie. If one accepts this optimism, I'm not sure American society has the schooling it deserves."

"The schools cannot be blamed for the changes in urban environment, a fluid population, unemployment, media influences, etc. If the present situation continues economically, is it too cynical to observe that it might be appropriate to educate children to cope with leisure and free time. In which case social grace and self-motivation might be more important than reading scores."

C. The Teachers and Their Contract

The Teachers' contract seems to create unnecessary problems for children, administrators and the teachers themselves.

"In one school with several alternative programs, I saw the bitterness of teachers to the system of seniority posting which destroys so many attempts at school-based planning. How long can the union hold its strength if it writes contracts which turn out to make the working lives of members impossible?"

"We have nothing comparable to your union contract. Ours is a national contract -- salaries are negotiated nationally."

"In Britain, a good teacher gets tenure after teaching for one year. There is no seniority system. Teachers are appointed to different levels not related to the number of years they have been teaching. There is a national formula for assigning different levels to a school. Tenure in Britain is a practice which has grown up; it is not the same as in the U.S. We haven't had to face the problem of major teacher lay-offs. If the population were to drop, some schools would fold-up."

"The key difference in London is that the school is regarded as the unit of management for financing and staffing. Staff is appointed to a school. Although legally they are appointed to the education authority, in practice, most teachers are appointed to the school, some newer teachers to the district. The first to go are those appointed to the district. Staff is allocated one teacher to 17 students in secondary school; one teacher to 30 students in elementary. The teacher contract does not specify numbers of children in a class, number of periods taught, number of free periods. We see our school week as 27 1/2 instruction hours."

"Because of the differences in contractual agreement, the effect of the economic crisis in Britain has been to anchor teachers more firmly to individual schools and it appears quite likely that this will result in a dramatic improvement in inner city education. An odd contrast with your system."

"In practice, the heart of the problem seems to lie in the inability of teachers to make sound and lasting relationships with the children they teach. How far does the teacher contract, plus bumping exacerbate this?"

"Indisputably the union has done a great deal to improve the pay and conditions of its members. I suspect it has also made the teachers unpopular with the general public. There is a message here for our own National Union of Teachers."

"The union is in a position of seige -- it has had to be cohesive when it has been subject to the massive cuts in teacher strength. Its morale is obviously low and the loss through the seniority policy of able young teachers is a difficult position for it to stand on."

"They will have to think again about the seniority rule, and the way teachers are employed. I really don't think high scores on a number of multiple choice papers are the chief criteria of teaching ability: it is an absurd idea. The passionate belief in the importance of total objectivity is a belief in the impossible."

"Bert Shanas of the Daily News suggested that teachers were a victim of their own success. The more they have acquired in material terms the more they represented privilege and were hated for it. He believes teachers should be seen to address themselves more directly and sensitively to their primary task: the teaching of the children. Is not the decline in esteem also due to the end of any real consenus about values so that teachers are seen to represent one element only of the value system? Their authority is in question."

"The teachers are in an impossible situation. Maybe they should do some 'zero-budget' thinking about their own aims and priorities."

D. Testing, Evaluation and Accountability

The New York City testing is seen as a blunting instrument, restrictive rather than developmental.

"One topic which concerned all of us throughout the week was standards and the measurement of standards. In Britain, there is no common core curriculum and no means of measuring the system except for voluntary public exams at 16 and 18. Our educational system is diverse, exciting and sloppy all at once. There is a public outcry, however, over lack of standards. As the week rolls by, I begin to glimpse in New York's enthusiasm for scores and tests, a system which possibly sees success in tests as a substitute for education. If so, this is a grave confusion that we must avoid in Britain."

"I fear that some pupils will be positively harmed in their intellectual development by repeated exposure to batteries of tests."

"In New York City we saw a low trust model of professional competence and an elaborate system of checks and balances which inhibits potential for development of education. A serious shortcoming in the system is there is no committment to the teacher. You don't trust teachers the way we do. You set up a series of watchdogs, saying, you must teach this curriculum, this way."

"Your standard tests are forms of evaluation of staff, as well as of kids."

"The process has failed. It is restrictive rather than developmental. It may be that goals have circumscribed, restricted the process. In our primary schools, removal of selection and the '11+ exam' gave our people freedom. The process of development was so much more open. You can see it. Children positively enjoy what they are doing in primary school in Britain. The way of evaluating education should be through people, not bits of paper. We have a system of inspectors which is a far more effective way of evaluating curriculum than giving tests."

"If you want teachers to be accountable, make them accountable for what they have developed, not for curriculum imposed from outside."

"In Great Britain while its true you can have a bad-egg inspector, you really have a continuity of interest between the inspector and the school. Inspectors can't lean too hard on tenure and can't change appointments for school head. If you build in over these local inspectors, Her Majesty's inspectors, you get three different level's: national, local and school. You get an equalization of standards through people, not paper as in the U.S. In Britain, evaluation is a process not a product."

"While here I have changed my attitude to our English practice of the 16+ examination as the main instrument of assessment in secondary schools. (This can be taken in any number of subjects and is generally not a multiple-choice, right or wrong sort of test but requires theoretically a more rounded knowledge of the subject.) I had been feeling that it was too complex and expensive and that a simple test of attainment in basic skills would be simpler -- and the rest of the curriculum could be left free of assessment. I now think that tests of the basic skills are always in danger of creating a mechanistic style of teaching and that if we are to examine at all, it must be across the whole range."

E. Bilingual Education and Programs for Minority Students

Fear was expressed that special programs to aid minority children may serve to isolate them or insulate them from each other unless more consideration is given to intergroup relations along with ethnic identity.

"The two major developments in the education of minorities in New York are in bilingual education and in programmes of cultural heritage. Both developments are occurring in response to the large proportions of minority group students in the schools. As well as Blacks and Puerto Ricans, there are numbers of students of different ethnic groups many of whose mother tongue is not English.

"It is important to recognize that the cultural heritage programmes have resulted from the emergence in the sixties of Black Studies programmes in the colleges and universities. There has been a movement downwards into the schools. Perhaps this is one of the major reasons why these aspects of the education of minorities appear piecemeal still and not always well integrated into the total learning of the students."

"The New York experience shows that there must be a coherence and continuity in those aspects of the education of minorities which are concerned with cultural identity and confidence and that these aspects must be properly integrated into acquisition of skills and other important elements of the total school programme. Cultural pluralism was a phrase widely used in the New York educational scene but not fully developed in practice in the school system. Cultural pluralism should result in the students of ethnic minorities being secure and confident within their own cultures, as they develop, and able to take part fully and equally in adult life."

"In a whole lot of different ways there seems to be a lot of problems between Puerto Ricans and Blacks. When one is the majority in a school, the minority group is left out. The Bilingual act may well cut off the Puerto Rican children in small numbers by separating them into special units. In which case it will underscore divisions."

"In most rooms there was little evidence of many books reflecting multi ethnicity of schools. Publishers met during Conference are well aware of this fact."

"The United Kingdom has a lot to learn from New York in their provision of positiveness in the multi-ethnic education field."

F. School Community Relations

Questions were raised about the representativeness of leaders, the school board election methods and whether open meetings are as democratic as they are presented. Generally, they were impressed with the intensity and level of parent participation, although in individual school visits they recognized that here as in Great Britain it is difficult to involve the majority of parents.

"Maybe the continually erupting conflicts are part of the New York life style."

"The situation seems really chaotic. The relations of School Board Superintendents with their Boards are going to have to be regulated. I think superintendents should have rather more security."

"The problem of appointments and patronage may be one that New York has always lived with (the poverty programs seem to be full of it), but it is worrying."

"An issue peculiar to New York is the fact that the proportion of adult minority voters was lower than the proportion of minority (often the majority) children. This affected voting patterns for community boards with decisions following from there."

"It would have been impossible to guess from the Chancellor's account that the Board of Education arouses the kind of hostility and resentment based on total distrust, that we witnessed later in the day from representatives of parent groups. Was this self-deception or a pardonable lack of frankness to us?"

"In New York, those who had an interest in improving education because they cared about their children's performance, by devoting themselves so vehemently to criticising the system may have made it that much easier for others to withdraw financial support from it. The outcome has been that as the needs of minorities have increased, resources have been reduced. This is not seen by some as a coincidence."

"Evelina Antonetty said: 'The minute the Community Boards get to be at all independent, the Chancellor steps in.' Are we not looking at a deeply authoritarian structure which simply could not exist in Britain? And, if this is so, can any comparison be made with Britain? When the authoritarianism and its consequences are separated out, how much is left?"

"Highly articulate spokeswomen with strong personalities dominate. Leaders become political figures with public profile and may be atypical of parent communities."

"The committment of the two speakers from parents' action groups (United Bronx Parents and United Parents Association) was the dominant feature of this session -- parental involvement here is clearly on a scale unknown in the United Kingdom."

"There are questions left in my mind about the credentials of people who represent 'constituencies'-- on all sides. How far does UFT represent wishes of teachers? What is the power base of the parent leaders? Personally, I'm much happier with the very local representatives -- the School Development Teams: a very impressive idea. However, how far have they actually penetrated the regular curriculum? How far will the teachers let them? The principals seemed quite ready; but what about ordinary teachers?"

"New York schools lack an official local body, reflecting all local interest, to represent its individual needs to authority and pressing its claims. (In England, the Board of Governors does this.) Are PTA's or UPA the appropriate model? Could this be legislated?"

"Are parent expectations of schools the same from one community to the other? In my experience, not. Still, I would fully agree that doors have to be open to parents at all times."

"A contrast observed in all schools visited, -- one by the way, which I do believe could well be encouraged in United Kingdom, is the interest and involvement of the community in school life."

The British were impressed with the Board of Education's meeting but questioned whether the Board decision had not already preceeded the debates.

"Limitations of parent power overwhelmingly obvious but the mere existence of such a forum for debate (Board of Education meeting) is a tremendous advance over anything that happens in Britain."

"At first, I was most impressed by the nature of the open session. Here was democracy at work; a man could appeal for redress, personally to the Board. However, I was a little less impressed when the time went on. Obviously, the Board members are highly capable men and women, most of them would seem to be of real stature. The democratic exercise was qualified by the inevitable inflexible approach of Board members who wish to put through a policy. Obviously, members caucus, but the arrangement of their seating would seem to make difficult some aspects of communication. Sectional interests obviously plan their protest programme well, and this would seem to come across to a casual visitor. However, we are told the Board does refer back agenda items on occasions and it would seem that the real quality of the practice is the key here."

"The Board meeting epitomised the lack of confidence and trust between Board and public."

"An exciting happening. But the community seemed not to have real political teeth."

"A fascinating experience -- public participation arranged in a fashion quite alien to British practice but much admired for the control and effectiveness it provided. The coherence and articulation of public contributors to the 'debate' was of very high standard. The two contentious issues under consideration -- special education and parents' participation are both matters which arouse great interest in the United Kingdom."

"As a political forum, magnificient! Although, I think the Board of Education should have surrendered to the parents, I admired their toughness in the face of abuse. Very healthy."

"Beyond my expectations, having expected to sit through a boring meeting! Point of interest -- opportunity given members of public to confront Board with their grievances. (Unknown in United Kingdom.) Does this kind of dialogue really lead to fruitful solutions or examinations of problems? Are spokespersons cross-section of community? Attendence extremely heartening too!"

"The English pattern is a confrontation between members of the Board while the public is allowed to overhear but not interrupt. The New York School pattern is interestingly different. The inter-Board confrontations takes place in caucus or in informal meetings, and the public occasion is participatory."

"The structure (seating arrangements) of the meeting is such that the Board can't confer amongst staff while in public session. Nor do members speak to each other much. It is not clear how far the public can actually influence what has already been presumably agreed in caucus."

The form of the occasion, the size of audience and limited time for each speech enforced a high quality of presentation. Each speaker was highly articulate with the intended effect of a group clearly well orchestrated. It is a question of how far this procedure favors the well-educated or prepared."

G. School and Curriculum Planning

The similarity in curriculum in schools visited led to the conclusion that there was little local "school based" planning except in a few special programs.

"It was not clear who decides on 'a sound programme' or the best available programme...parents? Can they? We tend to educate children in our own image. Teachers? Should they be allowed to? Is consensus the answer? If so, won't we end up with a poor 'hodge-podge.' "

"We're still not clear about who decides the curriculum. What is the impact of the Central Board curriculum planning unit? It wasn't obvious that it was very influential."

"The curriculum features negligibly in local school planning. Reading attainment dominates the discussion."

"There appears to be a void about curriculum. Where does it come from? As we visited schools, it appeared to be much the same everywhere with the exception of special projects which all seemed to be always starting from scratch. The problem is that teachers are in a state of shock. There is tremendous support of Central Board units and of outside consultants. Make the same investment in a stable staff and let them work on curriculum in the school directed to the needs of that school's student population."

"Academics working on school programmes get away with far more here than they would perhaps in our system. We would have to assume enormous deterioration in the system before we would let 'outsiders' in."

"Tentatively and purely from a British point of view, there seems to be a need for stronger ongoing professional advice and closer teacher involvement. One Superintendent did say that the District source book for teachers was developed by teachers themselves. This is advantageous. But we didn't see such books in use in many schools -- workbooks exploring the immediate local environment."

"There seemed to be signs of a shared curriculum in the schools which leads to sub-standard written work on unsuitable topics. Is this true? Where is the real debate going on about how children learn and develop their learning?"

"Admitted, some functions are best centralized, bilingual education for example. Where you can bring together the best national experts. But other things are best developed locally. For example there are no good local maps so that children can find their way around their own community. The ideal is a tier system. In London, for example, we've been exploring how to teach French. There were many inputs into the curriculum development -- local teachers, academics -- all worked together centrally. The problem was then to get it used locally. We have a local system, and a central system. Generally, we're less happy with outside agencies such as universities telling schools what to do -- the top down method we see here -- external definitions of need.

That's not to say we haven't had our problems with teacher curriculum. In one school, for example, a teacher-directed curriculum ended up in children getting very little out of their education. A small group of teachers with a radical view of education took over this school which led to a breakdown of order in the school and in relations with parents. No authority interceded partly because they felt they were dealing with ideas, partly from misinterpretation of the philosophy and also because the children on any objective test performed in standard skills just somewhat below the average. Some schools carry teacher domination to extremes."

"There seems to be little stimulus to creative thought. The emphasis is on the child learning a lot of facts. The child is not challenged in his own right. We saw a tremendous amount of teaching but not enough learning. The emphasis in a reading lesson was on filling in word endings in a work book. The teacher's instructions were complicated, yet some children couldn't read the basic words. Others in the class could do the work immediately, and sat there doing nothing. Only after the first 25 minutes were they even allowed to open the work book. The teacher could have separated those who understood and allowed them to read a book instead of continuing to work on an exercise they already knew."

"If you do formal teaching let it be good formal teaching. It doesn't require work books and forms. All that is needed is paper, pencils and books for children to read. When children learn to read in bits and pieces they may never learn to comprehend and enjoy reading. A thing called a reading program can be 'enriched' by children reading books. A test shows who can do tests, it doesn't necessarily demonstrate who can read or not read. A pluralistic approach to reading is needed. Less emphasis on programs offering up solutions and more on the process of transferring information. Look at good teacher practice, document it and build upon it. We observed this in mini-schools and some of the alternative programs. Look at what the child accepts and build upon it."

"In all the schools we visited we saw pupil's work in folders. The folders seemed to be full of rather meaningless and boring exercises which often had not been marked. I saw no examples of work which would have shown intellectual or creative originality. In other words, these qualities would not have been appropriate. You could, of course, have found similar work all over London; but I think we are not as addicted to textbook exercises in all lessons."

H. School-based Staff Development

The emphasis in New York City is more on programs than on process. A mutual support system, similar to the locally based British Teacher Centres, is suggested to help teachers develop community related curriculum and to improve teaching skills.

"Curriculum and staff development in New York City are very dependent on pump priming -- federal dollars. These programs have no effect over time on the system. They're not around for a long enough spell and are always fighting for continuation of the dollars. They are in no way locked into the system. Two good examples we saw were IS 118 The Pace and Camelot programs. Pace spent three years working on its program and we could see the good effects as compared to general programs in this and other schools. Camelot, even with a new staff, could work as a team because of the continuity of two staff members."

"Staff development ought to be an ongoing part of the system's regeneration. It should come from within the system, within the school. In New York we didn't see that process happening. You haven't supportive tiers within the system -- such as our teacher centers, and inspectors. What is needed are networks which link information within schools and between schools."

"What you have are a few Teaching Centers as opposed to Teacher Centres. The former work outside the system, the latter are locally based and draw upon what's happening in the schools. London centres are teacher dominated, teacher controlled and grow out of teacher needs. They are within the system, not outside it."

"If you develop teachers, you develop curriculum. You can't do it if you are remote from it. Staff development and curriculum development should be thought of geographically and pedagogically. In New York City, Teaching Centers tend to operate for pre-service training, for credit and are linked to universities or workshops. They're almost all outside the system. We don't see the role of the union or university to run another system on the outside."

"The nearest thing we saw to a Teacher Center was in District 10 where the superintendent brings small groups of principals or teachers together and gets them to work on curriculum informally, and formally. He thinks of the immediate needs of the school, of the area, and is performing a vital service."

"In District 10 the superintendent seemed to be a coordinator, an initiator of education rather than merely an administrator. However, he had little relationship with other Community Superintendents."

"Freedom to do things in the class is important but teachers also need supports to be able to do it. If they are going to develop their curriculum they require materials and other teachers to work with them, a network there to help them with what they wish to do. I think this kind of network, in the middle, to help teachers develop curriculum is an essential element. In our system, Teacher Centres provide the back-up for local teachers. That's what's missing here."

"A good teacher is one who can plan, look at a situation, make an analysis, say that's what we want and plan a strategy for getting it. You can have flair, heart, but end up on your backside if you don't plan. You need to know where to get help. In Camelot, you see teachers supporting each other. They cared and were articulate about what they were doing."

"In the school I work in, there is not one written syllabus on anything. However you can have highly original and innovative teaching within traditional modes also."

"The pressures under which schools have to operate because of the budget crisis are bringing them to near breaking point. Staff development will require clinic treatment if the trend is not reversed!"

"Continuity and commitment seem to be at the crux of any good programme. Unfortunate for principals to have spent so much time and energy training staff and then be faced with excessing of the very people who could have gotten their venture onto a good start. Short sighted on part of authorities. Could original staff have been retained and present staff elsewhere deployed. As in United Kingdom, no thought given to continuity and stability and the disadvantages the lack of these might cause."

"Can staff develop if the 'system' makes them so insecure? The teachers I met did wonder about next February's pay checque!"

"The system must allocate some of its funds for teachers. I would have hoped the Board of Education would do this in New York, instead of getting money under special programs from the Government. The London concept is to develop expertise rather than buy it. Helping people in the schools to do it better rather than doing it for them or bringing it in from the outside."

I. School-Industry Linkages

For the most part corporate programs were seen to be valid although teachers in Great Britain might be reluctant to accept the concept.

"In London, we have not really involved industry and school. It seems to me that this is an area which we could develop in the United Kingdom. But there's a danger -- is education only about servicing industry? Is it not also about producing people who are able to cope with an ever changing life style, crisis and tension."

"Legitimate links with business would be an advantage in Great Britain."

"In Britain we act as if school are laws in themselves and not related to employment."

"The 'Open Doors' unit is a valuable development which could be usefully encouraged in United Kingdom. School-Industry links. There is debate under consideration in United Kingdom at present time, but participation much further advanced here. Deserves every encouragement. Can individuals be persuaded to visit and be closely involved with schools?"

"The Open Door programme and the School Industry programme seem valuable assets. In the light of 7.5 million unemployed in the United States of America, and its hidden thin line across ethnic groups, it is to be hoped that it is more than a cosmetic."

"I believe, that money is not being put to proper, effective use. The school system needs stability and development tuned to the needs of students in the realities of their situations. Isn't the focus of thinking about students' education needs getting very blurred by the coalition of very different interests?"

J. Attempts at Education Reform

In response to school visits and David Rogers historical account of innovative programs, the visitors observed that New York City has an education system with an overlay of experimental and alternative programs. They saw little interface between the two.

"David Rogers gave an exceedingly interesting account of what has been tried over the past seven or so years. Essentially, one has the picture of structured difficulties both economic and social, being compounded by man-made exacerbations. New York as a City is more populated and far wealthier than many national states. It would require statesmanship rather than a series of radical reforms to lay down and hold on to a program of renewal."

"I think there is a real danger that by listing the positive developments one may deceive oneself into thinking they are in total more substantial than is in fact the case. What has both impressed and depressed me in New York is the comparative smallness of each attempt to improve the learning situation of children. There appears to be an overwhelming lack of any general approach."

"You appear to have two systems: one with experimental projects tacked on around the edges which has no contact with the other system serving the majority of students. I'm turned off to providing end products, solutions, alternatives. A child has to deviate and make himself known, before his needs are met. There would be no need for 'reading enrichment' programs if children were reading books."

"The triple alliance to ends in education is more developed here: business, educators, universities. We do not have this. However, there is no reason why we can't. Sponsoring of research and program within the system, pump priming of innovation, by individual corporations or organizations like the New York Urban Coalition is an interesting method of generating development. The availability of soft dollars over brief periods of time can encourage curriculum development in areas such as career education."

"On the positive side, there has been renewed interest in incorporating alternative forms of education into the main body of what is provided. Most alternative schools start from teachers and pupils rather than from physical facilities and the curriculum. There have been striking achievements on a scale which would hardly be contemplated in Great Britain. For example, a high school for some 500 drop-outs (High School Redirections) operating with enthusiasm and considerable success in a warehouse. There is a form of vocational motivation which some New York teachers manage to evoke from pupils who have consistently failed in the past which is wholly admirable."

"In general, faced with the consequences of its fiscal problems, the response of the New York Education Service has been to hold the line where it can. This is hardly the moment for new ventures. But the visitor is left with a sense of deep admiration for what some teachers there are managing to achieve."

"I agree whole-heartedly that there are talented people in the system: this seems the most hopeful, perhaps only hopeful sign."

PROFILES AND COMMENTS ON SCHOOLS VISITED

PROFILE OF INTERMEDIATE SCHOOL 162 -- LOLA RODRIGUES DE TIO, DISTRICT 7, BRONX
Harvey D. Goldenberg, Principal, Ms. Carmen Rodriguez, Superintendent

The school is named after a Puerto Rican poet who was born in 1843. Although she published three books of poetry, her most famous work is the poem "La Borinquena," the words of the national anthem of Puerto Rico.

Approximately 1100 children attend in grades 6-8. Almost two-thirds of the children are Puerto Rican, a third are Black and the balance are other Spanish surnamed. The school was opened in a new building in 1971.

It is divided for instructional purposes into three mini-schools which cover all grades. Within the mini-schools, children and staff are divided again into family units which are designed to meet the needs of different groups of students and allow the school staff and the children to get to know each other well.

Special programs include bilingual, environmental, career, health, science, art, music and communications. There are two reading labs and a math lab. More than half the students study Spanish and a few study French.

The Urban Coalition, through a grant from the National Institute of Education and the Urban Rural Program, assists IS 162 staff in a school development team project, in development of the Resource Center and parents programs. An active parent-teachers association and student group participate in decision making in the school.

The schools special studies are an important addition to its resources:

The Video Tape Studio

In a complete video tape studio, students who join the "Audio Visual" elective course learn to operate cameras and direct programs.

The Resource Center

Teachers use the center to find books and other materials, get pictures or stories, have their lesson put on video tape and played back later on. A project room is used to build things for classroom use, make posters or signs, cook a meal, or develop photographs. The Resource Center sends record players, filmstrip projectors, and movies out to the classes. Each year, a group of students are selected to be on the Resource Center Students Squad to learn how the machines work, and help the teachers to operate them. Students take this as a special class instead of shop.

Learning Center

The Learning Center is an addition to the regular program at IS 162. It provides enrichment courses for students in a variety of areas, such as drama, horticulture, museum education, art workshop and Resource Center Education. Students attend the center on a volunteer basis. As part of the Learning Center activities, students planted a garden, learned to apply stage makeup, and had an exhibit at the Metropolitan Museum of Art.

Parent Academy

The Parent Academy is in its second year of operation. Its purpose is to provide courses that are of interest to the parents in the school and to others in the community. Some of the courses include sewing, stenography, typing, High School Equivalency and English. Babysitting service is provided to assist parents with young children.

General Comments:

"Considering neighborhood circumstances and teacher turnover, the school was doing an incredible job."

"This was a closely controlled environment for children in a partially hostile social setting. The school was clean and well cared for. So too were the children we saw. In contrast, the police patrol outside describes the children in the area as 'animals.' Asked if this included the children at 162, they said yes though they could not point to specific disturbances there. But the general hostility they showed to the young, irrespective of ethnic group, was marked."

"I watched two lessons briefly. One in social studies was singularly dull. It was all about the Stone Age and pitched at about 3rd or 4th grade. The class was 6th grade, I believe. There were no books to read in the classroom. With tight control on movement in the school, this was surprising. The students folders had not been marked in any way by teachers and poor work seems just to be left. There had been work on the Aryan people in India -- on the syllabus presumably -- but why not on Hispanic culture? The science lesson was much better. A natural teacher with a sound relationship with the class. Again the folders were sloppy in the extreme."

"I question the Video Studio expenditure. Useful to motivate, possibly, but how many can participate at any one time? This was an example of the principle of disproportionate specific input, on which a thesis could be developed."

"Some of these remarks appear critical, but this was a school making good use of opportunities and in apparent control of its problems."

"Additional resources had helped the school to function as a warm, reasonably conventional education community, but had not produced a return of resources or replication in the rest of the school system."

"I liked the school. There was a warmth and reality coming from it. I realized too, the awful trauma that the staffing cuts had had on the education system and was full of admiration for the true dedication of teachers."

"Would like to make the following points, but stress that they were made on superficial contact: The cuts have left large classes for practical subjects and they are too large by any civilized standards. I saw an excellent science teacher who was constrained in the work he wanted to do by the shortage of laboratory technician support. He is having to do experiments (quite rightly in the case of the slightly hazardous experiment he was doing when we visited) instead of the children doing their own. The T.V. Panel was splendid. It reflects well on both teachers and students. What a pity more staff could not be appointed to the staff of the school, to have security and incidentally a special allowance scheme would have given those senior staff due credit for their work."

"Tremendous amount of funds from federal government or outside agencies. Trying to buy expertise."

"This stood up well to examination. Morale in the school seemed relatively high. Its success seemed to me to be due to a very able principal, aided by very strong senior teachers. The disposition of teachers, i.e., they are with the right philosophy for 7th graders, and so on seemed admirable. The way the assistant principal goes into the gymnasium in the lunch hour for basketball practice spoke volumes. This seemed to be a school led by a principal with capacity for real thinking."

School-based Planning:

The School Development Team approach in this school was generally viewed favorably. However several of the visitors questioned whether the Team was planning for the school or for the use of Federal dollars. And, as in other schools, excessive staff mobility was seen as an impediment to continuity.

"Staff development team in embryo -- parent and student involvement interesting feature. Resource Centre has considerable potential and Federal grant appears to have made a range of learning options possible."

"I liked the school based planning team. We have much to learn from this. Parental involvement in the team was fascinating and one that we could well emulate. I like the team leader, but felt his position was hopeless in that key members of his team, or of a scheme funded by the team, could be removed by arbitrary staffing cuts."

"Obviously, very strong comitment to the planning of this particular project. It appeared to be a teacher dominated situation -- no doubt rightly. However, I wonder whether this financial/resource/personnel commitment to this particular element of school development will be an effective catalyst to planning more widely in the school."

"I was quite impressed with this aspect of IS 162. However, as these developments are based on short-term 'soft' money, my fear is that these programs cannot be sustained after the initial pump-priming. However, I think there is little doubt as to the lessons we can learn from this and apply it in United Kingdom."

"I thought the School Development Team (SDT) one of the most interesting things we saw all week. Its practical application, such as they were (and we did not get enough evidence to judge) seemed to derive from a system of funding which is different from ours in Britain. For this reason, it may offer no guidance. Nevertheless, we saw at least a gesture being made towards the inclusion of some parents in curriculum planning. Tokenism? Or is this the start of a major shift in the system? Because of the small number of parents involved in the deprived areas, I fear that parental involvement in these matters may in fact, wither away, despite what seems an important change in principle. But, once again, note to the contrary, the development of bilingualism."

"Could more students serve on SDT? I thought it a bit lopsided for one 14 year old to sit on committee with all adults."

"The representatives of the school community obviously felt commitment. Question -- to what extend is involvement a game? I'm still not sure how much a student aged 12/13 can give to planning."

"Impossibility of planning without continuity. The relationship with kids and parents seems all set to be able to start a real development of the curriculum."

"Are they involved in planning for children or use of proposal money. Evaluation team in name only perhaps. Seen as involvement or real participation. Committed group of parents that love it."

School Community Relations:

The School Development Team approach was perceived to influence commitment of participating parents. However, questions were raised as to what percentage of parents were actively involved and what problems were encountered.

"Parent participation appeared to be considerable. General ambience of neighborhood very depressing and presence of police in school was quite a shock."

"The school involvement in reading programs, etc. for the general public was excellent and an area which could well be developed more in the United Kingdom."

"The conscious attempt to involve the community and conversely, the attempt by the children to become fully participant in the schooling of their children was interesting and impressive. However, this is not without considerable problems, and I could have wished to learn about these problems from the point of view of the professional teachers; the administrators and the parents. The picture given seemed a little too bland to be true."

"Seems fine. Parents involved and participating. Impossible to tell if percentage of parents is high."

"Still only affecting a handful of parents, apparently same problem everywhere."

"Some effective work had been undergone (the local police, however, made comments to me which suggested that they were not too happily involved with school life.) It was really difficult to sort-out how much the principal was really prepared to give. He seemed to be in charge."

PROFILE OF INTERMEDIATE SCHOOL 137 -- ANGELO PATRI SCHOOL, DISTRICT 10, BRONX
John Garofalo, Principal, Dr. Theodore Weisenthal, Superintendent.

The school is named for a man who served 31 years as principal of J.H.S. 45 in the Bronx. He was much admired for his community involvement and his ability to encourage difficult students -- a famous example was John Garfield, the actor.

The concept of the school was developed along with the Community School Board's commitment to provide open education throughout the district. Ten years of planning preceeded the actual groundbreaking ceremony in 1974. The innovative plan was the vision of Father Mario Zicarelli, Chairperson of the Community School Board in 1965. Three subsequent chairpersons worked on its development before the school opened in December 1975.

I.S. 137 -- Angelo Patri -- is an open space school designed to accommodate 1500-1800 students. The plan called for three self-contained areas for 500-600 students each; the School of Environmental Studies, The School of Performing Arts and The School of Humanities, Communication and Media. Students in each school study a basic curricula in all the major subject areas and experience motivational and enrichment studies based upon the special features of the sub-school.

The facility is built on six levels into the side of a hill. The interior is divided into the three duplex sub-schools, an administrative wing, a gym, theater and music wing and a shop area. Each self-contained sub-school has its own street level entrance and access to all other areas including a centrally located bi-level library, without going through any other sub-school.

The teaching staff, volunteer applicants selected for their interest in and commitment to open education, received special training. A group of 12 teachers, the superintendent and the principal developed and adapted curriculum in science, English, social studies and mathematics. A series of "mini-courses" on how to apply for high school, learning how to learn, what courses of study were available were also organized.

The planning and enthusiasm augured well for the school's success. However, forces outside the District's control created serious problems for Angelo Patri School. The September 1975 school year opened with a city-wide teacher strike and the worst budget crisis in the city's history.

The occupation of the building was delayed by red tape and financial problems; students and staff were housed in two other buildings. When the I.S. 137 building finally opened to receive students, the year was half over. The spring and fall terms brought teacher lay-offs throughout the city. Angelo Patri lost all but a half dozen of its trained and committed teaching staff. Their replacements were teachers "bumped" by a seniority system from other schools and none had ever taught or been trained in an open education situation. The lay-offs also reduced the number of teachers normally allotted to a school and the remaining staff must teach larger classes. Supportive staff has also been reduced severely.

The current student population is around 1500 of which 60% are Hispanic, 30% Black and 10% are "other." The school covers only two of the three intermediate grades (7,8) and the original concept of the sub-school subject areas has not been fully implemented.

General Comments:

"The school based planning in staff development programs had been carefully designed by the principal. Enormous effort had been made to make the school work. Enormous credit is due to the principal and remaining serious collegues, for ensuring that the school still functions. The federal government has been described as declaring war on New York. In a sense, the New York City school system has declared war on this school."

"I found the visit to this school unsettling. After visiting and working in many open-schools, I feel this school is on a potential disaster course. I fail to see how it can run effectively on a two year program. Half are leaving each year. I think the open spaces are both under-utilized; extremely distracting to work in; staffed by teachers many of whom did not seem particularly well prepared for the work; manned by staff moved in from other schools."

"I found the visit disturbing. Open schools, of which I am an advocate, cannot function without structure, order and security. I felt all three were lacking."

"A professional situation which was worrying to nearly all the group as untenable and likely to lead to institution and personal breakdown for staff."

"The effect of teacher-tension caused by both the building and fiscal insecurity, was obvious. The noise level was high and the children were, it seemed to me, unable to cope."

"The girl who showed me around was very pleased with the atmosphere of the school. It was strict, which she liked; and the lunch was reasonably civilized, though she did seem unclear about the organization of it. There was a lot of muddling through. The building however still hasn't been much vandalized -- which is a good sign. It is actually pleasing in feel although the open areas are impossible to use in the circumstances."

School-based Planning:

The British empathized with the staff and administrator in this school and felt they were making a heroic attempt to salvage early planning efforts in an impossible situation beyond their immediate control.

"The booklet speaks of inservice work with volunteers before the school opened. The booklets prepared by the staff are good. The size of the exercise staggers one. Every effort has been made to create close personal relationships, and the principal states that students' attendance has improved. Staffing barely seems adequate, particularly in the early stages, although special efforts have been made and the thinking behind the whole concept is good. I wasn't clear on what criteria a student was assigned to a particular sub-school."

"Some heroic efforts and useful school based curriculum production."

"This school has been so badly treated that it is impossible to comment on this idea. You can't plan anything without knowing who's going to be about."

"Impressive attempt to sort out enormous difficulties and to hold on to some semblance of what the intentions of the school and its programs were meant to be. However, in this case, the open space learning seemed near disaster. I would have cut my losses and concentrated on getting the use of that space sorted out pragmatically as a priority, and then tried to build up the more complicated development."

"I did not think that the teachers or the children understood how to use the building. I appreciate that for many of them. It was a new experience and a very puzzling one."

School-based Staff Development:

The British educators point out that the open classroom approach requires trained teachers, commited to the concept. Staff movement in this school negated any such effort.

"Staffing ratios must have put a great strain on this principal. He appeared a dedicated man but education cuts have taken their toll."

"A first rate staff conference concept. Staffing instability and turnover sabotaged any aims the school might have."

"I question whether a physically open place is a sound means for delivering a set curriculum, however diversely interpreted this may be."

"So many teachers were not trained in open education."

"Principal had put in a great amount of work on the curriculum kit. A pity they had to be applied by different teachers. They could lead to much more interesting work than the textbooks."

"I felt the faculty members were under too much pressure to allow for any effective staff development."

"As in the other schools, I really was disturbed at what I saw in students' folders. Are teachers really not aware of the lack of meaning, point, development in what their students are writing?"

School Community Relations:

The British visitors could say little about community relations, at the time of their visit since this new school was suffering from too many other problems.

"Although it was clear that parents were involved in opening the school, little other relationship was evident."

"They appeared to be good. Much will depend on the public image of this school. If it is considered to have poor discipline, then inevitably the image will be tarnished."

"Difficult to judge. I wonder, though, whether having a new school will quiet tensions; until the parents realize that it is not the building that matters but what is going on inside it."

"Parents had no real role. It could only be a short time before this would be perceived publicly as a school that wasn't working."

PROFILE OF JUNIOR HIGH SCHOOL 118, WILLIAM W. NILES, DISTRICT 10, BRONX
Gerald Friedlander, Principal, Dr. Theodore Wiesenthal, Superintendent.

This school is located in the southeast Bronx, in a community which has changed in ethnic, economic and social demography within the past twenty years from a predominantly white, Jewish and Italian lower and middle class community to an area in which 90% of families are at or below the government established poverty level. The student population is 35% Black, 65% Hispanic and less than 1% "other." With more than 1,000 children in the school, the 37 year old building is operating at 101% of capacity. About half the teachers in the school have five or more years experience.

The improvement of basic skills in reading and mathematics is a primary goal. Students are offered options and alternatives within the school and the District to motivate them to learn and to function successfully. Special programs include:

Bilingual Program (mini-school).

Three classes on 7th, 8th and 9th year levels. Curriculum includes all major and minor subjects; major subjects are taught by the teachers assigned to the program.

Corrective Reading/Program (ESEA Title I).

Multi-media, small group and individualized program.

Mathematics Laboratory.

Provides for the diagnosis of students with math problems and sets up a program of individualized remedial help for these students.

Of special interest are two federally funded projects.

Camelot: for seventh, eight and ninth graders who are potential drop-outs, truants, behavior problems, underachievers, poor readers, and those who have special needs. Now in its sixth year, the program has 100 students who are taught by six teachers and two paraprofessionals. The students spend all day in the program and they are physically separated from other classes in the school. Instruction is individualized and students receive intensive counseling and guidance. Students and their teachers have spent a week at a camp outside the city in recreational and learning activities.

P.A.C.E. (Program for Alternative Choices in Education): A flexible, individualized curriculum offering students remedial work in reading and mathematics. P.A.C.E. is now in its third year and most of its participating students have been in the program from its beginning and are now in ninth grade. The program is voluntary, but most students are drawn from the lower third of their class. Mini courses based on student interests, observation and study of animals, career counseling and preparation for high school are part of the program. The program has four full-time teachers and one para-professional. Each teacher is responsible for a specific area of study but programming, policy and curriculum decisions are decided jointly.

General Comments:

"I felt at home in this school. Relationships within the area we saw were better than those I have observed in comparable areas of London."

"The school, like IS 162, was better maintained and cleaner than a comparable London school."

"This appeared to be a very good school which was and is adapting to a changed and changing neighborhood."

"I found this visit to this school the most impressive of the week because of the high level of commitment; the innovative experiments taking place; the reasonable standards of students in the two programs -- particularly Camelot with its higher calibre students. The opportunities offered to groups of staff to develop their distinctive programmes was valuable and necessary."

"I began to appreciate the implications of special programmes to meet specific needs. The teachers were obviously caring and sharing experiences. The parent whom I met understood what was happening in school and appreciated the effort that was being made by the teaching staff. A very useful experience."

"Value judgement -- it was a fine school. Especially the Pace/Camelot programmes."

"We only saw the two special units, so cannot comment on the rest of the school. A superb job of motivation had been done; high level of understanding by kids of why they were doing things the way they were in the program; obvious tangible progress in basic skills; very good relationship student/teacher, evident in marked assignments, too; good use of trips, visits, etc."

"Very interesting 'rap' session where two black and two Puerto Rican students were discussing the possibility of a dance. They were worried that differing dance styles might lead to conflict. The discussion was well handled by the counsellor. Gave a very immediate indication of how little below the surface ethnic tensions existed. Clearly inter-group relations are a great significance. Throughout the week, I felt that there was a surprising lack of comment and discussion about this."

School-based Planning:

The two mini programs were viewed very favorably as examples of excellent student and teacher commitment. However questions were raised about the curriculum in these programs and the carry-over from these programs to other areas of the school.

"Programmes initiated by staff and then funded seem to be a natural growth. It is real understanding rather than imposed goals."

"Attitudes of staff and relationships with pupils were of an order which suggested that careful planning was in the background. A caring atmosphere in this school despite the rather unprepossessing neighborhood."

"The Camelot program appears to be a real development in education. Parents seemed to have been consulted and the staff were both confident and knowledgeable about their aims and efforts."

"I visited the Camelot program which gave evidence of careful and thorough planning and organization. Teacher commitment and sensitivity to students was important. The students I spoke with were highly motivated by a belief that the program would raise their standards. I wondered whether this content of the program would enable students to a real grasp of their capabilities. To what extent can the experience of one program in the school feed into school based planning on a wider scale?"

"My contacts with Camelot were brief but if offered an interesting development. The rap session had much to commend it and at this stage in New York City program I felt like joining in."

"I very much liked the quiet atmosphere of the Camelot program, the way the teachers could move about the room and the way the children were engaged in interesting work. All the other school work I saw elsewhere looked to me boring and painfully abstract."

"This seemed effective, was a good consultative procedure. Faculty hand picked as much as possible, speaks volumes. What a pity more of this could not have been done as a matter of policy, and the threat of further cuts in staffing is certainly a depressant."

"I liked the PACE program. The atmosphere was good and the students discussed work they had in their folders very freely. Staff seemed to be sensitive to the childrens needs, yet quite prepared to be firm. I just got the feeling that more materials and books would have been an advantage, but I have nothing but praise for the staff."

"Continuity has helped the PACE program enormously. A coherent philosophy has been established and the young people are responding to it. Individuals spoke very clearly and related immediately to visitors. One spin-off of a program of this type is in this effect on the children's maturity response."

"One girl in the PACE group was deeply behind in reading. She managed perfectly well with a magazine article she was reading and for all practical purposes seemed to be functioning well. I question the time spent on improving her reading skill other than through reading more books."

"There were plants in the room. Decoration? One purpose is to use and understand them. Two girls I spoke to could not name the plants. Do they know how they can be grown from seed? Is it part of the syllabus? Did this not arise because it is not part of the syllabus? Could it have failed to arise if the syllabus had been less specific?"

"The special programs were impressive, but over the whole school area curriculum it was a case of just keeping the school functioning normally."

"Weakness; lack of creativity and personal expression in the work. No originality in art, few books in the classroom."

"Books in library clearly not used. Not enough books in the classroom. Not enough work upon walls."

School-based Staff Development:

The team approach worked well for the special programs and teacher morale was unusually high. Curriculum and staff development were visibly integrated.

"The team approach was apparent and obviously they developed as the program had. New staff were brought into the program quite naturally. Concept of team, common goals involvement with children."

"It appeared that the teams involved in the special programs were working well together. Good development through close teamwork."

"Staff morale was high and this school had the best feel of all those we visited. A realistic foundation of strong but genial senior control provided a base on which the curriculum developers could rebuild."

"Based upon curriculum development and appears to be very useful."

"Team of Camelot program were effecting in-service programs for their own development. Input from external agencies not very evident but the drive shown by the team leaders was infectious. The teaching materials should now be examined carefully to match the learning readiness of previously hostile pupils."

"Team work of both teams excellent. They obviously developed their own curriculum. What was spin off to the rest of the school, and to each other?"

School Community Relations:

Generally this school, more than any others visited, demonstrated that it enjoyed the support of its parents and community.

"Appeared good and parent participation very pronounced."

"Parental involvement seemed very good."

"Parents I talked to were very happy. If it is true that a large percentage of kids in Camelot had previously been suspended and that a similarly large percentage now come in to parents' Open Days, then that is very good."

"Again this seems, on reflection, one of the better features of the schools we visited. Though, there are clearly a great number of constraints that arise from this, nevertheless, school-community relations does seem positive, helpful, and in accord with the school goals."

"This school had prestige, affection and respect in the neighborhood, partly achieved by tremendous staff stability provided by a core of teachers."

"The principal struck me as much the subtlest and most open minded we visited; and here, because of the attitude of parents, teachers and staff together, I felt for the only time in Week One that genuine community existed. I am a bit reluctant to make this kind of comment because we were such a short time in each school that anything except snap judgement was impossible."

PROFILE OF INTERMEDIATE SCHOOL 2, DISTRICT 31, STATEN ISLAND
Jack Bloomfield, Principal, Louis DeSario, Superintendent.

George L. Egbert Junior High School is a three year school, 7th, 8th, and 9th grade with a register of 1200 students. Students are for the most part from middle class backgrounds although approximately 27% of the school are eligible for free lunch. Less than 1% of students are Black, 3% are Puerto Rican. The staff is more stable than most schools since more than three quarters of its teachers have five or more years experience.

Seventh and eight grades are organized into Special Progress, Foreign Language and general classes, the ninth grade has a form of modified individualization. A career education program in the seventh and eighth grades is concentrated in two "sub-schools" of five classes each. Students in these "sub-schools" all have the same subject area teachers who have had a special course in career education. The curriculum incorporates occupational information on careers in business and office skills, communications and media, fine arts and humanities, health and transportation. This project is Federally funded under project SCECAMP, a program administered by the Center for Career and Occupational Education of the N.Y.C. Board of Education.

The Cooperative Education Program for 9th grade students combines work experience with classroom instruction in related subject areas. J.H.S. 2 is the only Junior High School in the city to have this program. Students participating in the work experience spend a minimum of ten hours per week in employment after careful screening and placement in jobs. Students are employed in the school itself as cafeteria aids, secretary, Dean's assistant; in local elementary schools as teachers' assistants or secretary and as apprentices in areas such as animal care, instrument repair , as a bakers assistant for local caterers, and tanner's assistant and pottery assistant for the Staten Island Historical Society.

General Comments:

> "A good area, but the curriculum is seen as a base with a series of extra added on attractions. Basing everything on the 'Arista' principle has led in some way to less consideration of the children who are falling out of the system. This was evident in gym where with 70 children in the class, one-half took no part and were sitting on benches. The career program is an effort to help this by moving children out of school into an interesting and challenging local environment. If the high school cannot follow this, it may be that there will be a deterioration when a full working school week has to be re-established. Could parents help in other ways? The home economics area was underused because of staff cuts and had little money for materials. Home Economics is a great motivation. Could you push help there by parents coming in teaching a specialty, or by sending materials to use? Subjects were divided on sex grounds at 8th grade; girls home economics, boys, shop. This seemed a school with high potential that needed direct attention to what is actually being taught and passed down in the classroom."

"I noticed a tendency to indoctrination in this school -- not just at the assembly and mock election, but everywhere I turned. How much stimulus to original thought is there in the New York system?"

"Active democratic participation is encouraged through a mock election procedure. Students were enthusiastic, but perhaps there is too much adult domination."

"The election was splendid. Behavior in Assembly was good and the children seemed to be involved. This was an interesting school because of the different socio-economic background of the students compared with any other school we have visited. This school was obviously not without its problems. There are quite serious disciplinary problems here as in deprived areas. I saw some teaching that was good and some that was rather dull and uninspired with subject material quite inappropriate to the interests of the students involved."

"I had a sense -- maybe totally unjustified -- of a number of kids being as turned off school as any we have seen. Conclusion: underperformance and alienation are not only inner-urban problems. We were of course exposed to the whole school, not just a part of it, as in some others."

"Education as a chore. No excitment. All classes seemed to be put to the average. Teachers were teaching a body of knowledge, not children."

School-based Planning:

Most of the comments relate to the Career Education program discussed by the principal and staff and in informal talks with student guides but not actually observed.

"Poverty of resources, limited interdepartmental collaboration. Large learning situations managed superbly well on thematic basis (assembly election.)"

"The teams dealing with Career Education and Co-op Education seemed to be strong ones. Their leaders had their feet firmly on the ground. The Careers Education was a large and impressive field. In the United Kingdom, we often say we do not begin career education soon enough -- this type of approach would seem the answer."

"Could idea of Co-operative Education be introduced earlier in students life but not in great detail? This way, ninth grade only gives me, perhaps wrongly, feeling of preparing students for the labor market."

"I approved warmly of the attempt to link school and work though I thought that much of the good effect was likely to be lost in moving on from Junior High School to High School. At least there was awareness of the problem. But the attempt was described in the most appalling jargon, dreadful inhuman verbiage, and we were never shown any activities related to this program. My suspicions were aroused."

"Not impressed by the level of thinking and planning in a school with many less pressures than most city schools. The career education program is an interesting idea but the planning within the whole school seemed unimaginative."

"We didn't see this part of the school in action, so can't comment on the special Careers Course. It seemed to be very much for the lower streams -- and thus perhaps disregarded. However, it seemed to have been organized. This school had fairly clear ideas about the right sort of arrangement of classes, appropriate courses of study, etc. I wouldn't agree with any of them."

"The lessons I saw, were very traditional - again from those dreadful textbooks."

School-based Staff Development:

Those few who commented indicated a contradiction in the staff presentation and their actual observations.

"There seemed a lack of coordination. Yet again, I didn't find that staff were beginning their thinking from a proper concern with students' needs."

"Job integrity and weakness of interdepartmental leadership inhibited much staff development."

"Lip-service paid to this; was it a reality?"

School Community Relations:

Parent involvement in this school was seen as more traditional, formal and similar to participation in London. Parents were not representative of the total school population nor were they apparently involved in educational planning for the school.

"Staten Island is so different in class, and so American."

"A less difficult job than elsewhere. The community were happy with their role in school, but then I had the feeling that they had had a place, albeit less formal level, in the school for years."

"Parents seemed to be involved in an educationally peripheral way."

"We met a great array of parents, etc. It was reminiscent of traditional English PTA's -- fund raising, get-togethers. I am inclined to the belief that the principal is running the school his way with little recourse to the other constituents."

"This seemed to be good although there were two vociferous and powerful parent critics in the meeting. The principal seemed a conscientious, caring man. The parents were truly magnificient in this school and were warm and friendly in all contacts."

"A public relations flair and emphasis. Parents kept firmly in place but an excellent achievement."

"A very pleasant and efficient PTA committee. They had the same problems as all others of attracting all parents."

"Active parent involvement -- almost suffocation, to judge by some aspects. Main concern is general social climate, rather than educational development."

BACKGROUND PAPERS

The following papers were prepared as background information for the British visitors. A few are reprinted from other publications, others were prepared for general information rather than formal publication.

ORGANIZING, ADMINISTERING AND SUPERVISING MIDDLE SCHOOLS

Dr. Jack Bloomfield, Principal, JHS 2, Staten Island
Immediate Past President, Junior High School Principals Association

INTRODUCTION

It is a truism that the only constant in pre-adolescence and early adolescence is change -- physical, mental, emotional and social change. And since middle schools cater to a pre-adolescent and early adolescent population, the organization, administration, curriculum and supervision of such schools must, of necessity, be flexible and receptive to change. Middle schools must be able to adjust to meet the needs of their special charges on both a daily and a long-range basis.

Consequently, if the middle school is to perform its proper function, the abilities and interests of its students should be studied and analyzed. Using a diagnosis of student needs, the school must do everything possible to see that students realize their potentialities at the same time that they learn their social responsibilities.

Realistically, however, ideals are often compromised or circumscribed by the harsh facts of urban living: dysfunctions created by oversized classes, inappropriate physical facilities, improper school organization, insufficient or untrained staff, inadequate community or parental support and great personal deficits.

Generally, compared to the elementary school (with its emphasis on the individual pupil) and the high school (with its emphasis on subject matter),

the middle school seeks to strike a balance between the emphasis of each of the other schools. The middle school offers differentiated education by providing for the specific maturity level of the pre-adolescent and the early adolescent.

The middle school is a school of contrasts. In it there are pupils who need corrective help in various subjects. They work in small groups and as individuals. At the same time, the bright and talented might be assisting the teachers in those groups or working creatively on their own, also in small groups. Yet many classes in the school can be extremely large, as in assemblies, music programs, physical training and team teaching.

Specifically, the middle school helps pupils learn how to learn and how to study at the same time that basic skills are required, such as reading, writing, mathematics and human relationships. The curriculum fosters both an exploration of the self and an exploration of the physical and economic world. A high-priority goal of the school is to develop a healthy socialization among peers as well as between youngsters and adults. It is in the middle schools that giant steps can be taken to bridge the generation gap.

ORGANIZATION OF THE MIDDLE SCHOOLS

A school's organization provides the blueprint for its structure in the manner that an architect plans a building. A school's organization can be considered a skeleton that must be fleshed out by administrative and supervisory personnel who make it come alive.

Middle schools flourish under different names and different grade organizations, depending on local conditions. For instance, in New York City, two

types of middle schools co-exist in a variety of forms. In one category, there are middle schools known as Intermediate Schools -- generally containing students in grades 6, 7 and 8 (with pupils ranging in age from about 11 years to 14 years). But some Intermediate Schools might have only two grades (grades 6 and 7, or grades 7 and 8) or an extra grade (grade 5 or grade 9). Some might even have both extra grades, 5 and 9. The trend toward allowing younger children into the middle school was given impetus by a desire to spur integration originally. Today Intermediate Schools are also supposed to meet the needs of pre-adolescents, who are believed to be reaching puberty and sophistication at an earlier age.

The second type of middle schools are known as Junior High Schools -- generally containing students in grades 7, 8 and 9 (with pupils ranging in age from 12 to 15 years). In New York City, the term junior high school might sometimes refer to all middle schools, since principals of both Intermediate and Junior High Schools all belong to the Junior High School Principals Association.

The rationale for having the ninth grade -- a high school, or secondary school grade -- in the Junior High School is that ninth grade students can make the transition to a subject-centered school easier if they remain with their age-mates longer in a small school organization. High schools are generally larger and have students in senior classes who are much older: of draft and voting age.

To add to the complexity of the organizational picture, there are some schools which house nine grades -- Kindergarten through grade 8. In such schools, there are children ranging in age from 5 years through 14.

Schools range widely in size of pupil population. Most schools contain from about 1,000 to 1,400 students, though some might exceed 2,000 pupils. Large schools can have more than one building, with one of the buildings considered an annex of the main site. Altogether, there are about 170 Intermediate and Junior High Schools in New York City. They will be found in every one of the 32 School Districts.

The first impetus for the middle school came in the last quarter of the nineteenth century. Harvard University's president, Charles W. Eliot, concerned with the advanced age of college graduates, recommended that some high school subjects should start years earlier (Algebra, Geometry, Science and Foreign Language).

In the early part of the nineteenth century, the junior high school philosophy began to emerge. This new type of school was described in 1918 by the Commission on the Reorganization of Secondary Education as the junior section of a two-part secondary school. Emphasis was placed on helping the pupil "to explore his own aptitudes and to make at least provisional choice of the kinds of work to which he should devote himself.

"In the junior high school, there should be gradual introduction of departmental instruction, some choice of subjects under guidance, promotion by subjects, prevocational courses, and a social organization that calls for initiative and develops the sense of social responsibility for the welfare of the group."

In 1939, the New York City Board of Education Turner Committee described the junior high school further by stating its advantages over a Kindergarten-

6th grade organization, then prevalent. A good junior high school, the report said, should provide:

-- A special community for adolescents.

-- A diversified and flexible program to meet individual needs.

-- A school with a narrow age range, providing an administrative as well as a pedagogic advantage.

-- An organization with unity of ideals, purpose and government.

-- An exploratory curriculum offering opportunities for guidance in bridging the elementary-high school gap.

-- A wholesome atmosphere for maximizing the social development of adolescents.

By 1960, some of the goals had been achieved, but not all. In that year, Dr. Joseph O. Loretan, Associate Superintendent of Schools, recommended:

-- Promotion by subject (still not attained today).

-- Individualized programming and courses (Attained in a very limited sense only).

-- Talent programs (now widespread).

-- Subject electives (attained today to a limited extent).

-- Practice in citizenship activities (still limited in depth and scope).

-- Experience with the practical arts (widely practiced until recently and now somewhat curtailed by budgetary cutbacks).

Well-organized schools provide an effective framework within which teachers, pupils, administrators, supervisors and other operate to carry out their responsibilities. Such schools set the stage and provide the facilities for the development of the kind of education desirable for pre-adolescents and early adolescents. Appropriate teaching methods can flourish to meet the needs of all the pupils.

ADMINISTRATION OF THE MIDDLE SCHOOLS

The administration of a middle school must fit into its purposes and its philosophy. For those reasons, the school should develop an organic relationship with its community at the same time that communication lines are opened among administrators, supervisors, teachers, office staff, paraprofessionals, students and others within the school building.

Administrators of middle schools have a multiplicity of responsibilities They must develop techniques and procedures for meeting such problems as:

-- Planning the school organization

-- Managing school finances.

-- Handling office affairs.

-- Setting up instructional programs.

-- Classifying students.

-- Developing promotional standards.

-- Maintaining pupil accounts.

-- Arranging payrolls.

-- Providing pupil support services.

-- Offering co-curricular and after-school activities.

-- Maintaining safe entrance and dismissal of students as well as effective fire and emergency drills.

-- Assisting teachers by the provision of audio visual and other equipment.

-- Arranging for assemblies.

A principal of a middle school should become a leader in both his academic and local communities. Because the middle school is known to have both a transient pupil and a transient teacher population, the effective principal should have many good qualities, including:

-- A sense of perspective and the ability to retain a sense of balance and self control in the face of crises.

-- Enthusiasm.

-- Optimism.

-- Ability to command respect and confidence from all on the basis of competence.

-- Ability to communicate well both orally and in writing.

-- Openmindedness to new views.

-- Industriousness, thoroughness and dependability.

-- Loyalty to the school, the staff, the community, the pupils and public education.

-- Recognition as a scholar among educators.

-- Leadership in professional organizations.

-- Ability to maintain a suitable, safe and clean school building.

-- Ability to manage own time and the time of the school.

-- Ability to set a good example to community, staff and students.

SUPERVISION OF THE MIDDLE SCHOOLS

Principals and assistant principals act as both supervisors and as administrators. In some middle schools, additional supervisory support is provided by department chairmen who perform supervisory duties in specific subject areas. Schools may also have teachers as department coordinators and teacher-trainers (or mentors).

Supervision helps to improve learning by upgrading the quality of instruction. This is accomplished by the supervisors promoting the professional growth of teachers in child psychology and subject matter. Good supervision often helps to correct in service the deficiencies of teachers inadequately prepared

before they entered teaching. Supervision is accomplished by the arrangement of workshops, holding conferences (individual -- pre and post observation --, department, grade, and faculty), providing demonstration lessons, and offering intervisitation.

Supervisors have the responsibility of developing with their staffs the selection and order of subject matter, the provision of proper materials, the creation of evaluation procedures (such as tests), and the arrangement for individual pupil guidance in the subject areas.

It is the essence of good supervision that it must be creative. When it is, the school offers a stimulating environment for teacher and pupil learning. It is just as obvious that the entire enterprise must be a cooperative one in which the principal acts as a leader among peers. The school reflects a democratic philosophy when all are working together in a wholesome fashion. For that reason, the supervisor should not be authoritarian, arbitrary or capricious. Supervision should be based on mutual trust, not on the power of position. When teacher interests, attitudes and capacities are taken into consideration, a feeling of informality develops conducive to patience on the part of all.

To be most effective, supervision must be planned, consistent, gradual and persistent. It should be motivated by a spirit of inquiry yet should never descent into trivialities that end in caviling and carping. Rather, it must be sympathetic, tolerant and encouraging.

Superior supervision usually results in good staff morale and can stem from such additional good practices by a supervisor as:

-- Being easily accessible to all.

-- Offering guidance and support to staff members on personal as well as on school problems.

-- Suggesting professional reading and study.

-- Encouraging staff attendance at professional meetings.

-- Protecting teachers from avoidable interruptions while they are teaching.

EVALUATION

To know how well the organization, administration and supervision of a school has succeeded, certain factors should receive attention:

-- Reaction of pupils, parents, teachers, supervisors and the general community.

-- Pupil achievement as measured by standardized tests.

-- Pupil emotional adjustment.

-- Pupil motivation.

-- Pupil attitudes.

REMEDIATION IN THE MIDDLE SCHOOL

Walter Edge, Principal
Intermediate School 44, Manhattan

The literature on remediation is in abundance, the teacher expertise is in evidence, the causes are many and identifiable. Yet the major challenge of the decade to educators in the inner cities remains the establishment of successful and effective remedial programs of instruction.

Those students in need of remediation, (1-3 years below grade in reading), are many and are easily classified as members of the underprivileged, over-privileged, emotionally disturbed, socially maladjusted, non-English speakers, truants, general discipline cases, minority groups, physically handicapped and those of low ability.

The causes of this underachievement is readily available in the literature and therefore need not be reviewed in this article.

It is my belief that the major cause of underachievement in the pluralistic culture of the New York public schools is the lack of mastery of skills in reading. It is therefore my belief that any program of remediation must be aimed at developing proficiency in reading. Proficiency in the other areas will develop with specialized personalized supportive service as proficiency in reading is increased.

We at I.S. 44M use this premise as the theoretical basis for our program of remediation.

We begin with the realization that parents, teachers and students need educational options and we have developed the mini-school concept to meet this need.

We have attempted to match teaching styles of teachers with the learning styles of children. We have attempted to recruit teachers who have demonstrated an enthusiasm for working with the slow learner. It is important for the attitude of the teacher to be one of empathy. We use parental preference and informal-teacher evaluation of pupil learning styles to place students in the various mini-schools.* Those students who are in greatest need of reading services are placed in a mini-school, the "Learning Center". Other students in need of reading services are pulled out of carefully selected subject areas and serviced in small groups in reading laboratories.

The reading laboratories are equipped to provide individualized instruction vis-a-vis a multi-media, multi-sensory interdisciplinary approach. These laboratories are serviced by a teacher and a professional.

The Learning Center is a team-teaching set of dedicated teachers who service the children in a variety of Interdisciplinary models. The entire school day of the children in this setting centers around "learning through reading" even though the curriculum of affect is as important as that of the cognitive domain.

*A more formal instrument for diagnosing learning styles of pupils can be found in Educator's Self-Teaching Guide to Individualizing Instructional Programs (Dunn & Dunn).

This very general description does not do credit to the program nor does it present the degree of expertise, patience, frustration and tireless energy of the teachers directly involved, nor does it explain the necessity of team work of a total staff to support the efforts of the remedial specialists through an interdisciplinary school-wide positive reinforcement of the students' efforts.

It does present a picture of a recognition that the effective remedial program must be a school-wide effort where every opportunity is seized upon to make school an exciting experience where learning is expected and possible. Each of the students must feel and live the job of success and involvement. To this end the total framework of the remedial program must be presented.

In general 50% of our school population is below grade in reading and 30% is more than 1 year below grade level.

We actively involve the 30% as our target population and will offer on an individualized basis service to the 20% that is 1 year below grade level as need arises.

Every newcomer to the school is given an interview and administered standardized test in reading and math. He is then placed accordingly in the appropriate mini-school and given the necessary supportive remedial reading program.

Once in the remedial setting he is individually tested on skill strengths and weaknesses and given an instructional prescription based on his needs.

The Learning Center Staff is a Tax Levy funded operation but the other remedial specialists, 13 paraprofessionals and eight teachers, are funded through ESAA, Title VII and Title I programs. Their efforts are coordinated by an assistant principal so that maximal service is rendered to our target population without duplication.

It is important to point out that the program of remediation works only if the total staff resources are utilized in such a manner as to reinforce the efforts of the remedial team.

We make a special effort to utilize every resource to gain information, involve parents and encourage the student to be in school. The students are involved in long range guidance conferences, attendance conferences, outside referral for tutoring and counseling, diagnostic workups at the Pediatric sections of the public hospitals servicing our area.

We encourage teachers to provide tutorial services in specific subject areas, we write proposals which are funded in order to guarantee parental involvement and motivational activities for parents and students.

These activities include formation of special performing groups, overnight trips, and a variety of multi-media experience.

We involve the students and parent in career development workshops and District-wide resources. The district resources includes staff training options as well as use of rich exciting learning environments developed for this purpose.

In many hard core cases we utilize off-site special programs, home instruction and/or refer to the department of Special Education for special placement.

There are instances where social promotion is utilized in the hope that greater mastery of the basic reading skills will develop with maturity and exposure.

Our program is not guaranteed but it is effective. The success is dependent on the development and maintenance of a school-wide attitude which supports these premises:

1. We care about children.
2. We believe that all children can and will learn.
3. We will continue to search for and utilize all possible resources.
4. We will utilize an eclectic diagnostic prescriptive approach to service our students.
5. We will try and try and try!

It really is so very exciting, an therein is the real message.

PUBLIC EDUCATION IN NEW YORK CITY: A FRACTURED ODE

Bernard R. Gifford, Deputy Chancellor
New York City Board of Education

For nearly three years I have served as Deputy Chancellor and chief business officer of the New York City's public schools. During the past eighteen months I have been an unwilling participant-observer of its dismemberment, authorizing (and sometimes ordering) drastic cuts in programs and staff -- and this in spite of the growing, unfulfilled educational needs of our student population.

Last year, the Board of Education received $262 million less than what would have been necessary to maintain the same level of services provided during the previous fiscal year.* In order to accommodate this service cut, while at the same time improving teacher productivity and minimizing the increase in average class size, the school week for elementary and intermediate pupils was shortened by 90 minutes.** An equivalent reduction in the high schools was obtained by eliminating elective courses in areas such as foreign languages, mathematics, history, and social studies. This strategy of retrenchment -- some call it desperation -- must be continued this year because of additional budget cuts.

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*The amount of the service cut was specified by the mayor and the Emergency Financial Control Board.

**For a detailed explanation of this point, see B. R. Gifford, R. K. H. Choy, C. Lyon, and M. Goldman, "The Impact of the 1975-1977 UFT-Board of Education Contract on Class Size, Maximum Pupil-Teacher Ratios and the 1975-1976 Allocation Formulae," Policy Paper Number 4, New York City Board of Education, September 1975.

Reprinted: "Public Education in New York City: Reflections on the Immediate Past and Some Thoughts about the Future -- A Budgetary Perspective, September 1976.

Programs traditionally considered an integral, necessary part of public education in New York City have been slashed. Interscholastic sports, adult education classes, evening trade high schools, after-school compensatory and recreational programs, and even summer school for students attempting to accelerate or make up for past failures -- these are a few of the programs cut by more than 50 percent this past year. Caught between grinding forces of inflation and further budget cuts, the mere survival of these programs is now in serious jeopardy. With the new round of cutbacks, it remains to be seen whether something as basic as custodial and maintenance services will be sufficient to avoid major health code violations in many of the school system's older structures.

This past year we were forced to lay off 16.5 percent of our teaching staff. In fact, the reduction was so severe that pupil-teacher ratios increased to levels which have not been seen in New York City since 1964. And over the summer, yet another round of staff reductions was mandated by the city's three-year plan for fiscal recovery. This means that we start this new school year with an estimated cumulative cut in teachers, since June 1975, of 22.9 percent -- a plunge from 56,623 to 43,630 teachers supported by city funds. Additional teacher layoffs resulting from cuts in federally financed programs for the educationally disadvantaged are not even included in these figures.

During the present school year, at every level of instruction, pupil-teacher ratios will retrogress even further, back to what they were in the late 1950's -- a time when education suffered because of an acute teacher shortage. The impact of this on all students is ominous, but especially so

for those who have the least. In our special education programs for children with physical, mental, and emotional disabilities, pupil-teacher ratios will climb to levels that existed when the needs of the handicapped were largely overlooked by public officials. At best, this prior neglect was a "conspiracy of studied ignorance" -- a conspiracy which was only recently broken as a result of legal challenges to the status quo by child advocacy groups, and judicial recognition that the promise of equal educational opportunity established by the 1954 Brown v. Board of Education decision should be extended to all. But now, under the cover of "fiscal responsibility," that promise is being broken.

The effects of the current fiscal crisis on staffing patterns are encapsulated below:

PUPIL-TEACHER RATIOS: 1960-61 TO 1976-77

	1960-61	1964-65	1974-75	1975-76	1976-77
NUMBER OF PUPILS	986,697	1,055,043	1,098,894	1,098,526	1,095,298
GENERAL FUND TEACHERS	39,460	46,157	56,623	47,307	43,630
PUPILS PER TEACHER	25	23	20	23	25
Elementary	30	26	24	28	29
Junior High	21	20	16	19	21
High School	25	23	22	27	30
Special Education	7	10	6	7	9

These figures show an unmistakable reversal in the long-term trend towards lower pupil-teacher ratios. Yet even these stark indicators of regression obscure the true extent and impact of the budget cuts. The challenges facing the public school system today are far more complex than they were in the late 1950's and early 1960's:

-- Our students are far poorer. In 1960, slightly more than 10 percent of the pupil population were eligible to receive free lunches because these children came from low-income families. By 1974, this poverty indicator had increased by a factor of five, to 51 percent.

-- Not only are increasing numbers of pupils coming from poor families, many more of these pupils come from families that are dependent poor. Between 1960 and 1975, the number of children in families receiving some form of family assistance increased by more than 230 percent. In many school districts, more than one-third of the pupils are members of dependent poor families.

-- There has been a complete reversal in the ethnic composition of our student population. In 1960, almost two-thirds of our students were white, but today those two-thirds are black and hispanic. Many observers, including civil rights leader Bayard Rustin, see more than casual irony in the "coincidence" of the school system's present ethnic composition and the drastic level of cutbacks.

-- The number of "high cost" students, those in special education programs and in junior and senior high schools, is far higher today than it was in 1960. This development is usually overlooked by those drawing comparisons between teacher workloads in 1960 and today.

-- Collective bargaining by teachers, a nation-wide phenomenon, has resulted in decreased "productivity." Teachers now have smaller classes and teach fewer hours than they did in 1960, back when low salaries and difficult working conditions made them objects of widespread and justifiable public sympathy. Nor are teachers today obliged to perform many other chores -- such as supervising school cafeterias and extra-activities -- considered a routine part of the job in 1960.

Some of these changes are illustrated in the following table:

PUPIL CHARACTERISTICS: 1960-61 TO 1976-77

	1960-61	1964-65	1974-75	1975-76	1976-77
NUMBER OF PUPILS	986,697	1,055,043	1,098,894	1,098,526	1,095,298
Elementary	557,696	580,481	537,272	525,232	512,530
Junior High	181,893	208,190	222,005	223,268	223,893
High School	227,492	242,865	305,596	312,322	317,200
Special Education	19,616	23,507	34,021	37,704	41,675
PUPIL ETHNICITY	100.0%	100.0%	100.0%	100.0%	100.0%
Black	21.5%	27.4%	36.6%	36.6%	36.8%
Hispanic	15.6%	17.9%	28.0%	28.9%	29.3%
Other	62.9%	54.7%	35.4%	34.5%	33.9%
PUPIL DISTRIBUTION	100.0%	100.0%	100.0%	100.0%	100.0%
Elementary	56.5%	55.1%	48.9%	47.9%	46.8%
Junior High	18.4%	19.7%	20.2%	20.3%	20.4%
High School	23.1%	23.0%	27.8%	28.4%	29.0%
Special Education	2.0%	2.2%	3.1%	3.4%	3.8%
FREE LUNCHES	99,300	188,163	508,000	508,000	510,000

A careful review of the literature on government finance, covering the period since 1900 (with special emphasis on the impact of the great depression

of the 1930's), reveals that no municipal agency providing basic public services -- education, police, fire, sanitation, welfare, and emergency health services for the indigent -- has been forced to absorb cuts of the magnitude or at the rate experienced by the public schools of New York City over the past eighteen months.

Compared to the Board of Education, the Police and Fire Departments have been receiving much more city tax levy support. In the four years immediately preceding the onset of the fiscal crisis, usable tax levy allocations for police and fire grew twice as fast as education's; and since then, their allocations have been cut less.* The actual disparity is even worse because a substantial part of education's usable tax levy must support transit subsidies, health, and lunch programs -- expenses which the Police and Fire Departments do not have.

USABLE TAX LEVY FUNDS FOR EDUCATION, POLICE AND FIRE
(Millions of Dollars)

FISCAL YEAR	EDUCATION	POLICE	FIRE
1970-1971	$ 720.0	$ 543.5	$ 196.2
1971-1972	845.3	492.6	217.0
1972-1973	877.5	504.3	236.4
1973-1974	872.4	589.4	236.9
1974-1975	861.4	661.6	283.2
1975-1976	821.5	634.8	264.3
1976-1977	757.3	604.4	257.4
% INCREASE 1970-1971 TO 1976-1977	5.2%	33.3%	31.2%

*Usable tax levy is equal to total tax levy less allocations for pensions, debt service, and heat, light and power.

This drastic reduction in the Board of Education's budget has forced the extensive cuts in school system personnel, layoffs not just among teachers but in virtually every category of employment. In 1974-1975, the year just prior to the fiscal crisis, the public schools had a full-time equivalent pedagogic/support staff of 87,673. A year later, the pedagogic/support staff was down to 70,617. And during the present school year, we estimate that the staff will plummet to 64,486. This means that within a two-year period, the school staff will have been cut by 23,187 -- an astounding 26% reduction in our work force.

PEDAGOGIC/SUPPORT STAFF PAID BY GENERAL FUNDS

	1974-75	1975-76	1976-77 (ESTIMATE)	CHANGE: 1974-75 TO 1976-77 NUMBER	PERCENT
Teacher (FTE)	63,760	51,766	47,643	-16,117	-25%
Full-Time	56,623	47,307	43,630	-12,993	-23%
FTE Per Diem	4,272	2,654	2,389	- 1,883	-44%
FTE Per Session	2,865	1,805	1,624	- 1,241	-43%
Guidance Counselor	1,383	1,003	850	- 533	-39%
School Secretary	3,550	3,036	2,823	- 727	-20%
Other UFT Titles	979	753	678	- 301	-31%
Principal	1,108	1,078	1,075	- 33	- 3%
Assistant Principal	2,712	2,370	2,100	- 612	-23%
Other CSA Titles	561	491	442	- 119	-21%
Paraprofessional (FTE)	3,095	2,796	2,516	- 579	-19%
School Aide (FTE)	8,365	6,009	5,109	- 3,256	-39%
School Guard (FTE)	2,160	1,315	1,250	- 910	-42%
TOTAL PEDAGOGIC AND SUPPORT STAFF	87,673	70,617	64,486	-23,187	-26%

Although I subscribe to the hard-nosed belief that the true measure of any publicly financed social service enterprise is output, not input -- and in fact have instituted a number of management reforms based on this belief -- I must still conclude that New York City's public schools are being bludgeoned. Any similarity between the type of education being offered by our schools and what is commonly meant by equal educational opportunity, is at best speculative, and at worst a fabrication. If there is any relationship between the resources we commit and the subsequent level of student achievement -- something accepted by a large number of middle-class parents who have put their children in costly private schools with pupil-teacher ratios half as low as ours -- then more than one million children in our public school system are being denied equality of opportunity in an area of life they can least afford. I would be engaging in blind hypocrisy if I denied these facts.

This is the reality that confronts us. It will not go away, nor will it be transformed by well-meaning platitudes and rhetorical generalities about the need to live within the fiscal plan. The plan will be complied with because it is the law. But the price of compliance must not be ignored. The cost of settling yesterday's debt may be permanent bankruptcy for the school system, the institution whose performance will largely determine whether New York City's slide towards social and fiscal insolvency can be reversed. Res ipsa loquiter.

EMPOWERING LOCAL SCHOOLS
Strategies for School Development

Lynn Gray, Education Program Director
New York Urban Coalition

Without doubt schools are real. They are even publicly real: we collectively experience them. They occupy our space; they endure in our time; they are the focus of much of our individual and collective city energy.

In New York City, we citizens have collaborated to produce about 1,000 of these individual, semi-autonomous, quasi community based - quasi centrally controlled, labor regulated, obliquely child centered learning settings.

We delegate a centralized bureaucratic system considerable authority and about 2.5 billion dollars a year to develop, operate and oversee these strategically located institutions so that they can encourage and nurture about 1.1 million of our public children. We do all of this hoping to preserve and protect at least a portion of sanity for our collective, multi-ethnic, pluralistic, fast approaching, sometimes terrifying city future.

We further direct the central system to shape the schools to meet special conditions and needs. Thus, for example, because children who are being ten or eleven or even fourteen need focused support to deal with that special kind of human experience, we have decreed through our centralized planning agent that over 300 of our schools should be devoted to educating "the middle child". We call these schools "middle", "intermediate" or "junior high". Since we are focusing on these schools during this conference, let's look further into their situation.

In establishing these several hundred middle schools we have had to make some very essential decisions which relate to their structure and operations. Literally hundreds or thousands of such decisions. For example,

-- How many teachers should be available to the school, what should they teach, how often should they teach it -- how many times a week, how much time in a day, what should they do when they're not teaching?

-- Who should these teachers be, who will determine if they are capable, able and competent, how long will they remain in the school -- how many years, how many hours a day?

-- Besides teachers what else is needed in the school, how important is it, what percentage of the budget can be spent on it, whose budget can be spent on it, who can whatever it is be purchased from, who should write the check for payment, who can sign it?

-- How will the whole school process be evaluated, by whom, when, what cannot be evaluated, what will be done with the evaluation?

What we have done in these above instances and multitudes like them is decide that they are questions for our central school planning structures to resolve: they belong to the centralized authority -- not to the local operation. We thus have a situation in which delegated central planning greatly controls very precise and particular elements of local school operation.

This kind of massive intrusion on local process has come to be the accepted operational norm in our system. In fact, a strong case can be made that more and more of the operational decisions of school process are being interpreted as central prerogatives -- even though we operate a quasi-decentralized management structure.

The purpose of this paper is to call attention to some of the difficulties which arise out of this situation and to suggest a possible alternative to these very detailed central controls. The alternative is called "school based planning".

School Based Planning

Simply stated, the problem which is emerging in our local schools is this: there is not now a clearly defined and supported planning responsibility delegated to the local schools. And it is in the absence of this clear delegation of planning authority that the increasing central control evolves.

An important example of the present difficulty can be seen in the existing role confusion of the local school principal.

While the principal is widely construed as the educational leader and planning manager for the school (at least within the general public), in actual fact the local principal is not considered "management" by the central school structure but is viewed rather as supervised labor. (This situation exists as the result of a court test in which the stated responsibilities of the principals were determined to be "non-management".) One of the results of this situation is that the expectancies of the school community for the principal

are often directly at odds with the expectancies of the central system. And the principal rather than becoming a cohesive leader is left with an essentially untenable political role.

In this absence of delegated planning responsibility the decisions which most completely affect local school operations: who shall teach, how shall time be used, how shall the budget be allocated, who in fact can hire and fire -- are not made on the local site. Rather they come from a central headquarters which is not immediately involved in the daily reality of the local setting. This situation keeps the school highly dependent upon evaluations and judgments which in fact are not adequately rooted in local needs and realities. This dependency further adds to the difficulty to build successful, responsive local schools which address local priorities and capture local energies. What is an alternative?

School based planning is simply a comprehensive system of local school development which is generated at and managed in the local school itself.

It is an alternative policy which affirms and reinforces the centrality and priority of the local school.

It is a system of planning which establishes as its first goal: support of the local school as an organic, wholistic social system.

Its fundamental commitment is to nurture and protect the wholistic integrity of local school operations.

It strongly affirms that, properly developed and supported, the local setting is its own most valuable resource and valid critic: and that given enough

clear authority: managerial, programmatic, budgetary -- to shape its own structure to meet its local needs, it can become a more effective partner in the process of educating children.

It must be clearly stated that school based planning is not offered as a naive position which, for example, might be construed as a suggestion that the major value-policy questions which trouble American urban centers (e.g., minority isolation, bi-lingualism, "civil service professionals", cost-effectiveness) would be quickly or equitably resolved at local levels. This is clearly not the case.

School based planning is rather proposed as an adjustment and reshaping of existing centralized planning which would grant more precise responsibility and programmatic-budgetary control to the local school community.

This transfer of responsibility would be accomplished primarily by redefining and strengthening the managerial and educational planning responsibilities of the local school principal and by encouraging the emergence of a legitimate, constituency based support team to advise the principal on school development goals and strategies.

What does this mean? Quickly, it means systemmatically affirming that the principal is the educational leader. This affirmation is made real by delegating adequate responsibility and authority to the principal to allow effective decisions to be made on the local level.

School based planning suggests a re-alignment of the planning-deciding responsibilities within the larger system so that those decisions which

immediately affect local school operations (e.g., operational budget, personnel, resource allocation program strategies) are made on the local level, under the daily leadership and supervision of the principal. Such decisions made at the local level within the constraints of the larger system (e.g., total budget, budgetary allocation formulas, personnel licensing guidelines, mandated curricular components) encourage local school community development and foster significant programmatic accountability.

By further empowering local schools, school based planning would enable them both to encourage a realistic active dialogue with their various operational constituencies and to learn to develop effective local strategies to implement broad social policy as defined and/or reflected by the central policy-planning structure.

In summary, the concept of school based planning rests upon several somewhat unorthodox assumptions:

-- The "most real" and therefore most important part of the school system must be defined as the individual local school in its organic wholeness.

-- Every local school in its organic wholeness belongs collaboratively to those particular parts of the general public which have an immediate daily stake in its operations; its constituencies: students, teachers, support staff, parents, administrators.

-- Each local school acts like a lightning rod, attracting daily energy from all of its constituencies.

-- Coordinating, integrating and channeling this available energy in a local school is the primary responsibility of the leader; this coordinating task is political and managerial.

-- The power, impact and value of a local school is directly proportional to the degree of success achieved in resolving the political problem of linking and leading the local constituencies.

-- The organic health of a school is revealed by the degree to which its processes and programs are collaboratively owned by its constituencies.

-- The broader system in which the local school exists must be developed to protect broad social equality while encouraging local school development.

School based planning thus views the local school as the primary active agent in the overall development and stabilization of the school system. It seeks to empower the local school so that it can in fact play this creative integrating role -- becoming for the community a positive tool rather than a passive, dependent symbol.

Making Places:* An Experiment in Redesigning School Space With Children and Teachers

By Nancye Green, Donovan & Green Designers

In September 1974, the New York Urban Coalition Education Program offered the services of an environmental designer to Intermediate School 162 in the South Bronx. The Coalition's Education Program had been involved in exploring strategies for revitalizing urban public schools. Coalition staff members had begun to see the school's physical environment as a potential and untapped resource in the education process. They initiated this experiment which resulted in a team of teachers and their 120 students studying, analyzing, redesigning, and rebuilding their shared school space.

Intermediate School 162, the project site, is located in the South Bronx, in New York City. The neighborhood is characterized by all of the problems existing in other inner city ghettos. Its residents have always been the country's newest populations. Today they are Black and Hispanic. Many do not speak English and are unemployed. Most are poor. The school at this time was attracting many special projects and grants to support innovative programs for its students, many of whom were testing at skill levels significantly below the norm for their age and grade.

In their proposal to the school's planning body for use of the designer's services, the team of teachers outlined their major objectives as follows:

1. To design and implement an "activity-oriented" interdisciplinary curriculum.

*Taken from "Making Places" Options-In-Learning, December, 1975 Vol. 5, NO. 4. Options-In-Learning is the newsletter of the New York Urban Coalition Education Program.

2. To motivate children, to help build their egos, and to improve their skill levels.

3. To learn how environment in general and their own school space could become a tool and a resource in teaching children.

4. To develop a sense of community in teachers and children and a responsibility for community property.

When team teaching was introduced the year before it was expected that by working closely together teachers could approach children with a more complete picture of each child and his total needs. Multi-disciplinary approaches would be encouraged. Concepts would be reinforced from subject area to subject area. Because these teachers had not taught with each other before they felt that the shared focus would help them to acquire skills in working and planning together.

The children taught by the team were 7th and 8th graders who had been held back a grade because of low test scores. The teachers felt that the environmental activities would provide children with more opportunities to learn as they used skills, not in isolation, but while problem-solving in situations where they had goals they wanted to accomplish for themselves. It would provide them with more opportunities to be and to feel successful. It would also be possible to design major shared activities which children could use to explore their own directions. While teachers could not individualize instruction for 30 children in each class, they could set up the kinds of experiences that children could personalize.

The teachers also felt that the children would be more motivated to learn if subject matter was connected to their lives and experiences outside of school. If the children went into the neighborhood where they lived, explored their everyday experiences, then learned to evaluate and interpret these experiences, the teachers would be helping the children to know their own lives.

Further, there would be much for children to learn in trying to relate what they saw in the neighborhood back to the schoolhouse. They would be able to explore the way spaces are shaped, the way people function as individuals, as groups and as political bodies. They would begin to see how cities and environments respond or don't respond to people's wants and needs. They could see how changing attitudes affect environment. They could then take what they collected; plan, design and change their own space. They would then be learning about how systems work and grow, and how they can be affected. They would be experiencing how it feels to take control and to be powerful.

The teachers and designer decided that they would begin by studying the neighborhood, examining in great detail a few blocks adjacent to the school. Their first activity was a walk (six teachers, 120 children and the designer) down 149th Street. 149th Street was ideal to explore because it is a microcosm of the kinds of activities which make up a community: living, shopping, hanging out, playing, getting places. It reflects the tensions which exist in neighborhoods like the South Bronx: empty lots, burned-out and lived-in abandoned buildings, drugs, unemployment, housing projects. Before the walk teachers had prepared children to see familiar places in new and fuller ways and asked them to record their perceptions on a small map they carried with them. After the

walk, teachers and children collected the data and created symbols which represented what had been seen, touched, smelled and heard.

The academic teachers worked with the children to organize the map, to collect the experience into a symbolic picture. What they discovered was both surprising and depressing. Many of the children simply did not understand a map -- or its related concepts of scale, direction and grid. This new information generated many activities which resulted in children learning to read and use maps -- street maps, bus maps, subway maps, maps of the United States, etc.

The art teacher asked the children to draw images that recalled their walk; that represented the city to them. He worked with them and gathered what they had all produced. He and the children made a 12 foot long collage/mural which came to be their collective city vision. It was remarkable to the adults that the neighborhood they saw as bleak and crumbling was depicted by the children to be bright and colorful, filled with joy and humor.

They repeated their walks into the street throughout the fall. Teachers drew out material to fit their subject-matter and their children's particular needs. For example, one language arts teacher with a particularly slow class worked with his children on a picture map of the street which became the basis for simple poetry written by the children. Another language arts teacher and a social studies teacher developed together a series of lessons and activities based on observing and hypothesizing. "What do your observations tell you about the present, the past, the future? How could you interpret what you have seen? What did you find out about the people on your street? What do they like to do?" and so on. One of the math teachers developed several months of activities

on the street teaching his children "survival skills": how to operate in the city, count change, evaluate prices and sale values, etc.

When it was clearly discovered that the children could not read simple maps, could not move back and forth between the three-dimensional world and the short-hands developed to explain it and to communicate it, more activities were developed to teach these skills. In January there was a second attempt to go back into the neighborhood as a group and map it. This time the map encompassed the area from which the school drew its population. It was scaled up from an ordinary street map to a size of 10' x 12'. The lines of the floor tiles were used in the classroom to organize a grid and construct the map. The map which was made of heavy transparent plastic and self-adhesive paper could be walked on, hung up, moved around. It became a tool with multiple uses and inspired a number of different kinds of activities; e.g., children put their own pictures on the blocks where they lived and identified local landmarks. The photographs, drawings and personal information became a growing changing tapestry representing what the neighborhood looked like and felt like to children.

When they began in February to study the shared school space, teachers and children looked from the school back to the neighborhood and discovered similarities. They saw that the subschool was a kind of neighborhood and the hallway a kind of mainstreet. As in the street, all doors opened onto the hall. People had to pass through it to get from one place to another. Children noticed that in the street, shop windows became "faces". They "spoke about how each was unique, with its own personality." The children and designers designed a hall-

way that reflected much of what they had liked about the street. The walls hinted at the differences of the people behind them, with each classroom presenting its own "face". In front of the community room a large chalkboard wall was painted for graffitti and messages; in front of the math room, a radius mural was painted as the basis for math games. Movable panels were designed which could be brought into the hall and attached to the walls to provide chalkboard and pin-up space. The hallway became a place for gathering informally, holding classes and doing special activities, and, like the street, it was colorful and constantly changing.

In the Fall it was discovered that one designer was not enough to coordinate the project, to teach new skills, and to be available to teachers and children trying to invent new activities. The teachers and designer contacted a local design school asking for students who might provide additional assistance. Six Parsons School of Design, Environmental Design students arrived in February and began to share their special skills (in model-making, mapping, etc.) and to offer their knowledge about environment and design.

The design students spent their first few weeks in the school observing classes and getting a feeling for the school and its people. They discovered that they needed a method to collect and share information about how spaces were used. To this end, they worked with children and teachers devising a set of symbols which when located on a map of the classroom, indicated what was happening in a particular place at a particular time. For example, a classroom map might indicate that while a math lesson was being given, all desks were in rows facing the front of the room, that one person at the back of the room was sleeping, two were passing notes, several others were whispering and disrupting the lesson from

time to time, and that the teacher had to stop the class three times to bring order. Children and designers worked together observing, noting and compiling this information, and evaluating how what they saw as problems might be influenced by the design of the room. They also collected lists of the kinds of materials, furnishings, and activities that were special to each classroom. They asked together what they wanted the classrooms to be. This was all then used as the basis for creating the classroom design programs which lead to the final design proposals. By March each class had worked with its design student and arrived at a plan for how to begin making changes.

In social studies, children built models and created arrangements that they felt would make good classrooms. These were discussed and a design proposal developed. They decided to build an eight foot square platform which could become a base for scale models of the city, a stage, or a special place to go. They strung rope across the room about six feet off the floor. The ropes were rigged to a pulley system and could therefore be lowered to attach panels of fabric which became dividers, changing the shape of the space in the room and creating the possibility for more private places. These panels were designed, sewn and painted to be used as backdrops for the stage and as storage walls with pockets for supplies and resources.

In one language arts classroom activity, children described the classroom and what they wanted it to be: what they wanted to happen in it. They made lists of classroom activities. They arranged the activities into categories and divided into groups, moving to parts of the room where they wanted their activity to occur. They acted out how the place they chose would feel and how it would be used. They explored and discussed corners, centers, edges, windows and doors, floors, walls, ceilings, noisy places, quiet places, soft places,

dark spaces, light spaces, bumpy spaces; places to lie and read; places to contemplate in and dance through. They described places to be alone, to be with a special friend, places to put things away securely, places that could become a place and disappear again. They arrived at a floor plan indicating what would happen where, how and where the room would be divided, and what each place would be like. The designers took what they were shown and what they had discovered, and made these ideas into forms that could be built, painted, sewn, etc. They explored their own ideas and tested them with teachers and children. The objects that were then built by children, teachers and designers made classroom spaces to accommodate continually changing activities. Classrooms became more easily flexible and adjustable to the various conditions and needs spelled out during the design process.

As the children and teachers learned about environment, they say that spaces influenced the way they felt. They began to see that a room is more than four walls, a floor, and a ceiling. They discovered meanings in forms: messages to interpret and evaluate. They began to explore the values and ideas of pecple who acted on the environment. They saw, for instance, that someone or some group had decided to tear down the old tenement and construct new housing projects. They explored the values reflected in such decisions.

When they began to study their own school environment, they learned that what they saw everyday was filled with more meaning than first appeared. For instance, they discovered that the halls were tile because tiles were durable and graffitti-resistant, that chairs were alike because it was more economical to order in large quantities for many schools at one time.

As they explored it, "public space" became a complicated concept. They talked about public ownership, ownership by a group, a neighborhood, a community, a city. They saw that a tension exists between supporting the goals of the immediately present people and protecting the possibility of others coming later. They saw that the "public" is many different groups and individuals with different ideas at different times.

Over the year, teachers became more receptive to the idea that their classrooms were filled with individual students, each needing to learn and grow in his/her own time and manner. As the children became more a part of the decision-making process and more active in their own learning, they defined their classroom spaces in new ways. Children working together on activities needed different kinds of space: areas for groups of varying sizes and places for individuals. The activities themselves generated materials and products which made it necessary to find ways of storing/using/displaying. Spaces became more personal, more flexible, more adaptable and more complex.

As classrooms became more complex, they, in turn, inspired many more activities and ways of relating than had been possible before. A small group could work next to a large group area. There were places to be alone or to go to do special projects. The schoolrooms were supporting more "centers", groups or individuals who were relatively self-directed and autonomous.

As materials appeared in the corridor, the children became inventors and designers. They painted and built things, tested solutions and modified them. There were designs that were detailed before construction began, e.g. furniture was made by following patterns drawn up by designers and children. There were also many discoveries made by children working with new materials and with

common objects which were adapted for new uses: e.g. mousetraps became wall hooks; old blue jeans pockets were sewn into storage walls.

As children participated in the process of looking, testing, and discovering, they became stronger in their school work in general. At the beginning of the year they had been identified as potential holdovers and as slow learners. They had notably poor attendance records. By the middle of the Spring, attendance had gone up significantly. When they were tested by standard math and reading tests at the end of the year, their scores as a group had risen remarkably. All but a few passed to the next grade. It was also obvious that they had grown in ways that could not be evaluated by standardized tests. They were learning to work together which had been almost impossible in September. They were gaining experience in making independent critical judgments and in testing and evaluating those judgments. They were learning to value their own feelings and opinions and those of their peers. They were learning to identify and use resources needed to accomplish what they set out to do.

While much more had happened than was hoped for in the beginning, some of their initial goals seemed unrealistic in looking back. The greatest difficulty arose around the goal of teaming and the attempt, with specialized subject area teachers, to implement an interdisciplinary curriculum on the environment. The teachers had perceived the fragmented approach to learning as a problem for their children. They hoped to deal with this problem by coordinating their teaching. They outlined two separate and complex tasks: to learn to work closely together for the first time; and to design and implement a new curriculum. To accomplish these tasks they shared approximately one hour during a school week already crowded by too many special and conflicting activities. At the outset it was hoped that sharing the task would make them into a team. It

became obvious early in the year that they needed time to learn about each other as well as to become familiar with new curriculum possibilities.

Teachers did learn, with varying degrees of success, how they could integrate new activities into the spaces between what could not be changed (bells, rules, tests, custodians, etc.) They found that they had to adjust what they wanted to do to the various abilities of their different groups of children. They found ways to work in smaller combinations of two and three teachers. They gained valuable experience in developing activities which their whole class could share and each child could personalize. They became alternately encouraged and discouraged, and learned that it was possible to make changes; that it took time, and that their extra efforts did make a difference in their students attitudes and learning ability.

As it was modified, the school environment began supporting more kinds of activities and more situations in which children could be active in finding out about themselves and each other, and in acquiring skills. They became proud of what they could accomplish, and were encouraged to respect their different interests and the things which they created. For example, while graffitti was a problem at the beginning of the year, as the children painted and worked, all scribblings disappeared and did not return.

As the year ended teachers and children were talking regretfully about the new places they would be the following year. Many of the students were going on to high school. Many of the teachers had been "excessed" as a result of education budget cuts. While it would have been desirable for them to use and continue to modify their spaces, the greatest value of such efforts comes from the process

observing, evaluating, discussing, testing, and making the commitment for change. The excitement about the spaces came from the control gained and exercised by the people in them. What they learned in looking and testing their ideas had carry-over into other areas of learning, and certainly into their lives outside of school. The goal of such programs is not to make architects or designers out of teachers or children or to create perfect school spaces. It is, rather, to equip them to take a role in determining their own future environment, and more, broadly, to gain an understanding of how they can have greater control in their lives. It became clearer during the I.S. 162 experience that this kind of training is not only valuable, but is an essential antidote to the workbook approach to teaching which is failing most children.

A PSYCHOLOGICAL ANTHROPOLOGIST VIEW OF ETHNICITY AND SCHOOLING

By Charles C. Harrington

Psychological anthropology is that branch of anthropology concerned with the interface between individuals and their culture. A natural concern for psychological anthropologists is how individuals are socialized, and particularly, as Henry Murray used to say, how one becomes in some ways like all persons, in some ways like some persons, and in some ways like no other person. Psychological anthropology as such is concerned mainly with the first two phenomena, leaving the last to psychology. We are here concerned with the ways in which we categorize or divide people into groups, or how they divide themselves.

The purpose of this paper is to review some significant research related to the very important social category or classification of ethnicity and schooling and then to discuss particular ethnic groups not only to provide a body of information, but also to suggest a number of unresolved theoretical and practical problems in our understanding of cultural pluralism, which I feel are best illustrated in the research on particular ethnic groups. The resolution of these problems I feel is critical: how we understand and use the concepts of ethnicity and cultural pluralism will affect our ability to educate a multi-ethnic school population.

Finally I turn to the issue of cultural pluralism, the ways in which a particular group can have a repertoire of behavior, and the kinds of educational interventions that the society must provide in order to educate a multi-ethnic school population.

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Ethnicity in the Schools

Ethnicity is here viewed as a complex interaction of a variety of factors which may create important differences among groups of individuals. First, in order for a concept of ethnicity to be effective for use in the United States it must contain the factor of nationality. Extensive studies have been done by applied anthropologists from Columbia University in the past ten years concerning the various nationality groups found in New York City, studied not only in New York but also in their countries of origin before and during the process of migration. We have been able to identify critical sociological dimensions that affect the move to the United States, such as the demographic composition of the migrant group and the types of migration which occur, particularly the circulatory (or shuttle) migration practiced by Dominicans and increasingly by Puerto Ricans. It is clear that there are differences among these nationality groups and that these differences are not clearly understood by the staffs of many schools. Language is one variable that distinguishes among the nationality groups, although it can also link them. While there are more refined differences among them, Spanish speaking groups are often lumped together: many teachers -- indeed many New Yorkers -- assume that Spanish speaking students are all Puerto Rican. Such inference of nationality from language is not welcome by, for example, the Dominicans to whom it is applied. In addition to language differences, nationalities differ in the legal definition of their stay in the United States. Puerto Ricans are legally citizens and legally residents in the United States. Dominicans are denizens. Those who are in the country legally are still waiting to meet eligibility requirements of citizenship. Even more confounding is the fact that an unknown proportion of Dominicans reside in this

country illegally, that is they may have overstayed a visitor's visa (Hendricks 1971) and they must actively seek to hide their status from authorities. Thus Dominican parents are much less able to participate in school politics or to provide the school with accurate data about family size, birth place, and so forth.

In addition to the differences by nationality, language and legal status, there are also differences on an additional set of factors which contribute to a meaningful definition of ethnicity. Differences along these variables can be found to some degree within all the nationality groups. These factors are important in influencing relationships among adults, among children, and between the groups and school personnel. They include skin color; educational background and attainment by parents; migration from either rural or urban backgrounds; occupation and income; religion; and dialect differences that are found within language groups.

Research I carried out at Teachers College's Center for Urban Studies and Programs in the early 1970's (now continuing at the Institute for Urban and Minority Education) has strongly suggested that each of these variables can influence how a teacher responds to a child in class. Skin color is sometimes used by teachers as the sole criterion for judging a child's ethnicity and, through ethnicity, his ability; children of lighter skin receive more positive attention (see also Rubovits and Mahr 1973). Highly educated parents have been observed entreating and receiving special favors and treatment for their children. Teachers feel that children from rural areas face adjustment problems in New York City to a greater degree than urban children ("His parents are just

peasant farmers -- he has a long way to go"). Since teachers bear many norms of American culture as well as norms of the city culture, they also respond to occupation and money cues of parents. Dialect differences between spoken languages of the nationality groups are also used as cues to infer inferiority. Black English is "wrong;" "Puerto Rican Spanish "does not sound good," and so forth (see also Campbell 1970). Observers have also described non-verbal communication habits being used as criteria for evaluation. For example, children attending a Spanish Heritage Day in a Spanish-dominant school assembly were upbraided (by a U.S. born, middle class black school administrator) for shouting approval and clapping and haughtily told that "here we express approval only with our hands, not our mouths."

We perceive ethnicity not as a rigid category, but as a semi-fluid interaction of the variable outlined above. Indeed while these variables produce a very large number of combinations and hence an enormous potential number of ethnic categories, the actual diversity is not so great. For example, there are few Dominican immigrants from urban backgrounds; and most have not been granted citizenship. More important, in any given interaction an individual may choose to accent one variable and play down others, for example, as when a rural Puerto Rican with other Puerto Ricans emphasizes his "Puerto Ricanness" but when with Dominicans emphasizes his common Spanish language or rural origin.

Ethnicity and Performance

It is anthropological commonplace that disparate cultural values will affect one group's evaluations of another's performance or one group's perceptions of another's competence. It would be unwise, however, to extend that commonplace

and to assume we know specifically how disparate values are related to one group's evaluations or perceptions of another without testing them. This means first identifying the values held by the various ethnic groups which could affect their performance or competence as perceived by the school, and, second, demonstrating that these values in fact are reflected in the school's evaluations and perceptions.

Probably the best known account of how cultural values different from those of the school have affected performance evaluation, success, failure and perceptions of competence is work done among the Navajo and the schools run by the Bureau of Indian Affairs (see, for example, Leighton and Kluckhohn 1946). The Navajo value a democratic harmony. To be different from a norm is to be deviant and by definition to fail on this important standard. Teachers, however, judge achievement purely in terms of success on school tasks, and distribute rewards differentially on that basis. The literature describes an incident in which a student who achieved an "A" on a test in which "C" was the norm was praised in front of the class as an example to be emulated. The "successful" child, however was filled with embarrassment and shame at being exposed as different from his peers. He could be expected to take care not to "fail" in this way again.

The thrust of anthropological literature has been to demonstrate that different cultures allocate values differently and that these values have consequences for behavior. This literature has gone well beyond simplistic assertions that culture A is different from culture B. Anthropologists have been able to account for value differences by examining child raising practices, family, political,

and economic organizations. Value systems, then, are deeply embedded within a cultural matrix and more difficult to change in an acculturation situation than knowledge or belief systems (see Whiting and Whiting 1960). Therefore the way the values of a particular cultural group leads them to evaluate tasks expected of their children in schools may lead to serious and pervasive conflict when schools are run by and attentive to the values of a different culture.

There is evidence from research to support a lack of responsiveness on the part of schools to the values of the children they serve. Wax (1967), examining high school dropouts from the Pine Ridge Sioux schools, documents the dissimilarity between the values of the Sioux culture and that of the middle class, white oriented schools. Fuchs and Havighurst (1972) point to the insubstantial Indian influence on curriculum design and content in schools for Indians and the predominance of non-Indian personnel in these schools. Judgments of success or excellence by school personnel may be at variance with judgments produced by a particular ethnic group. Indeed, what the school values as an objective may not be so perceived by a particular group being served, and what a particular group defines as a goal may seem inappropriate to the school. For example, many schools are setting up bilingual education programs in response to the obvious perceived needs of many Spanish speaking students. However U.S. born blacks object to the diversion of funds from their children, and "middle class" Puerto Rican parents object to their children being taught to read in Spanish because this will prevent them from getting "white" (English speaking) jobs.[1]

Conversely, other Spanish parents are actively concerned with maintaining their own ethnic identities with their linguistic heritage and want their children to read and write adequately in Spanish. At the same time, in more traditional

schools there are no bilingual programs; even schools having 60% Spanish speaking children can have less than 1% staff who even speak Spanish. These schools clearly only value learning to read and write in English, and judgments of competence are often made solely on this criterion. In such a setting a student's ability to learn, no matter how well he can read or write Spanish, is evaluated solely by his scores on English reading tests.

Theses examples emphasize the contradictions that can exist between school goals and the goals of the ethnic groups which make up the school population. While the findings from psychology consistently suggest that competence on a particular task is rewarding, the anthropological literature would suggest that competence in a task valued by one's culture is more rewarding than competence in a task not valued by one's culture, and that failure at a task valued by one's culture is more costly than failure at a task not valued by one's own culture. It should be noted that not all ethnic groups in New York share attitudes toward school. While some Puerto Ricans and U.S. born blacks, and nearly all Dominicans and Cubans, favor successful reading instruction and more formal aspects of education as the means by which their children can aspire to the middle class, others take a different view. More politically oriented sections of the Puerto Rican and black groups value verbal and social skills and denigrate school tasks as middle class "white" skills improperly imposed on a different culture. These groups appear to emphasize political and economic maneuvering in the gaining of resources. It is interesting that Cubans and Dominicans are disenfranchised while U.S. born blacks and Puerto Ricans are citizens and potentially politically potent. It seems to be the more politically secure groups which can support cultural pluralism (not surprising in view of our discussion of cultural pluralism below).

It seems clear if we are to truly educate the child we must consider not only the ethnicity of his family background but also the ethnicity of his comprehensive social milieu -- that is, the composition of his class, his peer group, his teachers, and the placement of his ethnic group in various neighborhood-defined hierarchies.

As much as we do know, further research is required if we are to achieve adequate understanding of these groups. We must first ascertain what kinds of indigenous learning situations exist for the various populations outside of school, and what are the successes of these learning situations in achieving their goals, whether the goals are self-expressed or implicit. Identification of the impact of variables like socioeconomic status, language, cultural values, income, occupation, and religion must therefore be examined. We must analyze the kinds of rewards and sanctions used in those situations and the styles of instruction in each. Data must be collected on a sufficient number of categories of educational settings to allow descriptions of the types of settings important for each of the migrant groups and the characteristics of instruction in each setting type for each group.

We must also ascertain on the macro level the effect of migration on educational processes in whatever setting they occur. Where possible, data relevant to premigrational instructional patterns must be collected, allowing gross comparisons of a pre-post migrational kind. Some of these peoples have moved to new sites to stay. Others have come here to work and obtain resources so that they can return to their home country with capital to establish businesses or otherwise improve their status. Still others engage in what can only be described as cir-

cular migration, in which, for most individuals, two bases can be said to exist. It makes considerable difference to schools which pattern of migration is encountered. If children will return to their native, non-English speaking homes, there is little need for special programs to teach them English; what is needed is instruction in their native tongue. An important question is how "individuals and small groups, because of specific economic and political circumstances in their former position and among the assimilating group, may change their locality, their subsistence pattern, their political allegiance and form, or their household membership" (Barth 1969:24).

Blacks

If we have much to learn about the cultural attributes which contribute to the ethnic characters of the migratory Spanish groups, a different challenge altogether is illustrated by the more settled, urban, English speaking ethnic group: blacks. In point of fact, those we commonly label blacks actually constitute at least two major groups. One is the migrants and their descendants from various British West Indian islands (predominantly Trinidad, Jamaica and Barbados). These groups represent a migrant population of long history and stability, and many of our most prominent blacks are in fact British West Indian descendants. The other is the black U.S. population located in this country since its inception, the group to whom we now turn our attention.

The literature about blacks can be classed according to the following three theoretical positions using male role as an example:

1. Behavior in a black ghetto is a deviant form of normal "mainstream" male role behavior. For example, black ghetto males are more aggres-

sive because they are protesting their masculinity in terms defined as masculine by white, middle class people. That they overdo their behavior into a caricature of the white middle class male role is attributable to their coming from a subculture where matrifocal families predominate, depriving the child of male role models. Their inability to successfully carry out instrumental aspects of the male role results from their lack of training and exclusion from jobs (see Liebow 1969).

2. Behavior in a black ghetto is evidence of a ghetto-specific or black culture-specific (see Young 1970) phenomenon; the ghetto is simply a different culture from white, middle class America. For example, it is a mistake to interpret male ghetto behavior as a reaction or in relation to white, middle class definitions. This is just the way ghetto males behave. Upholders of this position typically downgrade the "protest masculine" explanation as inappropriate, and also suggest it to be inaccurate since male influence in the ghetto is strong, particularly through extra-familial groups.

3. Behavior in a black ghetto is merely a local expression of a "culture of poverty" which is found worldwide. The critical dimension here is that the state of poverty, in a culture in which wealth is also present, creates certain behavioral patterns which hold regardless of what mainstream culture is like. For example, matrifocal households and aggressive males are part of this "culture," and are therefore to be expected in our black ghetto. (see the various writings of Oscar Lewis).

Educators should therefore recognize the inadequacy of any one approach. Further, the blacks are stratified so that for some groups one may matter more than for other groups.[2] Valentine (1972) comes close to this kind of approach in his discussion of "biculturation." He states:

> The collective behavior and community life of Afro-Americans can best be understood as bicultural in the sense that people regularly draw upon both an ethnically distinctive repertoire of beliefs and customs and, at the same time, make use of behavior patterns from the European American cultural mainstream (p.33).[3]

Cultural Pluralism

In this paper we have been building to an argument for a greater orientation in schools to the cultural pluralism of the peoples they serve. Cultural pluralism is a cultural diversity. It refers to differences brought about by group norms, resulting in different behavioral styles among various ethnic and linguistic groups. Group identity is nourished; attempts to minimize group differences and achieve melting pot models are eschewed. Sanday (1973) has recently distinguished cultural pluralism from structural pluralism. It is an important differentiation. Structural pluralism is the differential incorporation (or stratification) of various population categories into the opportunity structure of the society. It prevents some groups from achieving the social and economic status which others are able to achieve; racism is an example of structural pluralism. One can talk about maintaining cultural differences and, at the same time, providing the learning experiences required to successfully compete for resources. Presumably this prevents cultural pluralism from becoming structural pluralism. But is this in fact true or possible in a society so used to diffe-

rentially incorporating race and sex and nationality populations in its opportunity structure?

Ethnic differentiation is clearly the most basic form of cultural pluralism (see Van den Berghe 1973). When ethnicity corresponds to racial divisions, however, the more structural forms of pluralism emerge. Examples are not difficult to come by to suggest that in many societies, including our own, racial identification has been important and necessary to support an exploitative, subordinating relationship (e.g., slavery and colonialism). Exploitation and subordination need not be aspects of cultural pluralism, but because of its context in our own de facto economically stratified society, is a completely benign cultural pluralism really possible?

Educators must be aware that schools form only a part of a child's life. The education of American minority group children takes place within the context of the way in which our society is actually stratified. For example, Ogbu (1974) argues that black and Mexican American students reduce their efforts in school tasks to the level of rewards they expect as future adults. We must ask what differences in children we can reasonably expect through out educational innovations, given the everyday reality of growing up in an economically discriminated segment of the population. This is especially important in evaluating what we do. For example, we must not judge the effects of school integration too quickly when there is so much that remains segregated in our lives.

Yet schools must do a better job, must not turn or help turn cultural pluralism into structural pluralism. Our directives point in the following ways. We need

to nurture the legitimacy of multiple educational outcomes that foster cultural pluralism without reinforcing structural pluralism. We must insist on curriculum definitions that allow the examination of what goes on in school as part of a larger context -- the rest of the child's life.

Conclusions

Let me end with a warning. We have been reviewing a wide range of literature on a number of ethnic variables as they relate to processes of schooling. It would indicate a serious misunderstanding if the information we have given about the various groups were used to construct yet more stereotypes, however refined, about these groups. The reader should remember that we have been dealing with the second aspect of Murray's aphorism. The other two still operate and, however much a child may be like other children because of ethnicity, there are still ways in which he is like all other children regardless of ethnicity. That is, he is still human, able to learn, able to think and able to feel. The ethnic differences we have been describing are small compared to these.

In other ways a particular child is like no other and knowing something about the culture from which he comes or the ethnic group to which he belongs does not excuse an educator from his obligation to know the child as an individual unique from other individuals and respond to his own special needs with a personally designed plan of instruction. The information about ethnicity growing out of research described in this article is, I think, important and valuable for educators to have, but it is not the only information that they need in planning their actions.

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PARENTS AND THE MIDDLE SCHOOLS

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The role of parents in the middle schools is as old and as diversified as the middle schools themselves, but parents do have a role. Parents were there with the theoreticians when Junior High Schools and Intermediate Schools were established and whether they side with supporters or detractors of the middle school concept, parents are there in the middle schools now!

Schools are better and more successful when parents are connected to the system. That was one of the concepts that pushed New York City into decentralization. Just how parents "connect" varies from school to school and district to district, but a parent partnership is the goal.

New York City is a complex city, reflecting differing life-styles, ethnic groups, economic levels and points of view. Parents at the middle school level reflect this same diversity. Common to the parents of all children who enter a middle school however, is one underlying factor: that the children entering these schools are no longer in the elementary or primary grades; a milestone has been crossed. These children are no longer the very young. They are well on their way to becoming teenagers and adults.

This common factor produces different reactions in different people. For some students it means that any parent is viewed with a somewhat jaundiced eye. "Why is mother or father meddling on my turf?" Other students find parent involvement comfortable, an acceptable continuation of what went on before and a convenient "other" connection to the school. To others, it can mean a strong voice going to bat for an idea or running interference on some troubling problem.

Parents too are faced with new situations and perspectives. Many view these middle years as a short two-to-three year interlude between elementary and high school. The school is generally further away from home. Its activities are viewed from a distance. Middle school students no longer share every detail of school life with their parents and the numbers of teachers and subjects tend to diffuse the picture even more.

Accustomed to the informal relationship that exists with staff on the elementary school level, parents often find that the only relationship that exists with teachers at the middle school are the formal encounters, perhaps a note about some issue, the parent-teacher conference. There is little opportunity for that chance meeting in the hall that takes place when the parent brings the child to school. Consequently, parents often communicate a sense of uncertainty, a feeling that they don't exactly know what is going on in the school or what is happening to their child.

A responsive, responsible, functioning parent association in touch with the needs of its members and the school, can be a useful conduit between home and school and can offer a line of communication that is often tenuous at this level and time.

A parents association in the middle school can help individual parents know what to expect. What should my middle school be doing? What should my child be doing? What should my youngster be learning? How should my child be changing, growing? What's "normal?" What is a boy or girl this age like? What should I expect? Individual parents can be reassured, given support and direction in dealing with and understanding their own children.

At the same time, this kind of discussion, growing out of individual needs, can have very real impact on the youngsters and the school. Obviously, school personnel can come to know their students better as they hear about them from their parents. In addition, as a result of exploring concerns and talking things over, parents collectively arrive at an understanding of what the school's goals are and/or should be. The parents association can then speak forcefully for its parent membership and communicate parents' expectations and goals to those responsible for administering the school and carrying out its program. That's part of the parent partnership.

Consultation is at the root of the connection between parents and the schools. Effectively used, parents' right to consultation can have a marked effect on the school. When parents understand the rights and responsibilities delegated to them by law and in the Board of Education's policy statement, "Parent Associations and the Schools," parents can and do affect programs, curriculum, discipline, safety, selection of personnel, budget, etc.

To make consultation work and to bring parents into full partnership with the schools, parents associations must bring information to their parents. They must help interpret the school to their constantly changing membership. They must offer their members the opportunity to have dialogue with one another and with the administration of the school, questioning and criticizing if necessary.

To the extent that these meetings reflect an honest sharing of information between equals, this is exceedingly helpful to parents, to the school's administration and faculty and to the students. To the extent that information

is offered in a spirit of "Papa knows what is best," some of the value of this on-going relationship between the parents association and the school is lost.

If parents are not given the whole story; if they are given half the facts, they cannot become well informed advocates for their own children and their schools. They can become agents for change, when that is needed, only if they have the facts and the time and opportunity to thoughtfully react to the information.

In the middle school, the most important role for the parents association may well be to act as an evaluator and commentator on the information which is disseminated from the school through the children. The parents association, representing a cross section of the school, can judge the impact of the information and whether or not more explanation and discussion is needed.

This becomes especially critical in the middle school because it is at this level that the articulation or lack of articulation has lasting impact. It is here that a student's options can be limited or expanded depending on the program he is directed into or chooses. Together, the administration, the faculty and the parents association can help individual parents understand the choices available to students. Without this combination, decisions are made without a real understanding of their implications and students find themselves on a one-way street and parents find themselves angry and frustrated.

The role of the individual parent as a volunteer in the schools has long been acknowledged and heralded as an important resource for schools. The

services that these volunteers perform vary widely from school to school and reflect the needs of the school and the administration's recognition of what parents can do. It can be as perfunctory but necessary as door duty or as creative and imaginative as providing an adjunct enrichment program. During this time of fiscal crisis, when schools in general and middle schools in particular have seen many programs disappear, the role of the parent volunteer becomes even more important and can make a real difference.

Parents are prepared to give of their time, their efforts, their energies and their thinking to augment and to further the educational aims of the school. Too often, the parents association is viewed as a school partner to raise funds, to get out there and fight for more services, to work on projects, but is resented and subject to criticism if it questions school policies.

Parents in the middle school, like other parents in elementary and high schools, are a part of the consumer generation. School administrators that look to use parents associations, but not to listen to them, have not recognized that parents associations, mandated by law, have a special and unique role to play in every school.

It's been said that defense decisions are too important to leave to the generals. Parents say that education is too important to be left to the educators. Parents, individually and collectively, add strength, support and another dimension to schools. The parent ingredient can spell success for schools!

MIDDLE SCHOOLS TODAY

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The stage of schooling generally called the "middle school" has had a variety of titles since its inception. Originating as the "junior high school", the insertion of a separate school level covering grades 7, 8 and 9 was intended, as the name implies, to be a modified version of what the student would encounter in high school. The plan had received national attention as the result of an experimental project tested in Berkeley, California in 1909-1910. The change from the traditional eight years of elementary school training followed by four years in a "senior high" was designed to fulfill two main purposes. The first to remove the energetic pre-adolescent from the elementary school classroom routine which generally was too confining for the age group. At the same time, the new school provided training for the greater independence and responsibility required of high school students. This, in the eye of the educator, was the primary purpose of the junior high school. It was felt that the abrupt change from the secure (albeit restrictive) one room, one teacher atmosphere of the elementary school to the demands of departmentalized high school was too great and could be detrimental to the student. Now there was an opportunity for a transitional stage. The title of junior high school was fitting since its program could be described as a scaled down version of that used in the traditional secondary school. Although departmentalized with the student moving from one subject room to another, any unsettling effects of the new procedures was hopefully blunted by preserving the "class" identity. The class met together in the morning and followed

their program as a group. Choosing the particular grades (7th, 8th and 9th) was mainly a practical decision. It spanned the two final elementary school grades and the first of the senior high. Also, the average seventh grader was 12 to 13 years old, and was becoming conspicously ill suited for the traditional elementary school classroom.

In this way was created a new school division with a student body of pre and early adolescents, a very difficult stage when they become strangers even to their parents -- not the playful children they once were, yet not yet grown. The staffs of the early junior high schools were comprised in part by teachers recruited from the elementary schools and younger, licensed high school teachers generally biding time until a position in a high school opened. Although all were titled "teachers of junior high school", few had really expected to specialize in this most turbulent age grouping. To this day, teacher training institutions rarely offer a middle school specialization, thus essential insight and expertise has to be acquired on the job. Those who have developed this expertise and have made a career of teaching in the middle school often receive grudging admiration from their colleagues in the elementary and high schools.

Such admiration has been well earned since the progress made by the middle school educator has been achieved in the face of adversity. The comment is often made that the middle school is the step-child of the school system. Originating with the goal of offering the student a stable transitional program designed to the peculiar needs of the age group, changes in middle schools have generally been prompted by causes unrelated to educational needs. The original 7th to 9th grade design has been changed in some schools to the 6th to 8th

grades creating what is called an "intermediate school" (the change in title being necessary since a junior high school by definition includes the 9th grade). Where this alteration has occurred, it has been prompted by an overcrowding in the local elementary school and/or a decrease in the number of high school age students or for integration at an earlier age. Space allocation, spreading the students out where the seats are, has on other occasions developed middle schools with four grades. It is difficult to criticize these changes on an educational basis since little research has been done on which grades are most properly assigned to the middle school. However, the motivation for the changes is subject to criticism since there is no evidence of any consideration given to whether the changes were either beneficial or detrimental to the schools and their students. When the basic framework of a school can be changed from one year to another, the creation of an imaginative yet stable program is difficult if not impossible.

Since the middle school curriculum has not experienced the same level of bureaucratic attention as had grade structure, middle school teachers have generally had greater freedom in this area. Although Central Board of Education guidelines do dictate content, the experienced classroom teacher often can independently determine methods of presentation, expansion of subject matter and adaptation to the special needs of the students. It is not in arrogance but in frankness that many teachers believe that the schools have been able to survive the never ending tide of reorganization and drastic budget cuts because teachers are allowed, and use, this flexibility. Frustration arises, however, when they constantly perceive their energy and imagination being expended making ends meet, exhausted in a day to day fight for survival.

Presented with an abundance of problems, the temptation is to produce an abundance of separate solutions. However, since many of these problems were created by the absence of any real plan for the middle school, a piecemeal attack would possibly replace old problems with new. A committee of middle school teachers, working with the United Federation of Teachers' Junior High School/Intermediate School Committee, has developed a plan for the restructuring of the middle school, now published in the American Federation of Teachers' COMPASS, "A National Design for the Middle Schools."

The restructuring design was developed keeping in mind the distinctive personality of the early adolescent student. The object of the plan is to make the middle school a bridge between the security of the elementary school and the independence and responsibility of the high school. However, new routines and sudden "freedom" is overwhelming; it can create a feeling of instability and disorientation. Following the "bridging" concept, the student program for each of the three years is structured to allow a gradually increasing level of independence and mobility. Although in the first year the new student would change classes, the class would be part of a mini-school made up of 4 or 5 classes all sharing the same academic subject teachers. By the third year of the middle school, the student will have been acclimated to a greater degree of independence which would be reflected in a much more sophisticated form of programming and curriculum. This year would be far more reflective of what the student will encounter in the senior high school including such elements as elective subjects and individualized research projects. In the same manner, curriculum would be geared to the particular needs of the age group

and students. However, it is the purpose of this plan to capitalize upon the talents of teachers to tailor the curriculum. The plan would encourage the exchange of ideas and cooperative lesson planning producing greater cohesion among the various subjects.

The plan explores many of the other elements which affect the students' school environment. As a proposed model, it is geared to meet the needs of perhaps the most complicated and demanding of students -- those of the in-between years. It is designed to reach the potential dropout and the insecure student, as well as the highly ambitious and achieving. It sets as its goal the creation of an exciting school life which will encourage the student to new levels of independence and a clearer self-image. It softens the initial shock which accompanies any change and gives the student a consistent sense of maturation and involvement.

The survival of the middle school in the face of so many obstacles bears out the validity of the concept of an intermediary, transitional school level. In spite of a conspicuous blurring of the original goals, the idea has worked. Although middle schools have been constantly squeezed and neglected, always placing a poor third in the priorities of the overall system, few dispute the important role played by these schools. There is seldom thought of disbanding the middle school concept but there is criticism of their operation. Unfortunately, the usual response to criticism is a patchwork of solutions to the areas under attack.

The schools, their administrators and teachers have so long accustomed themselves to reaction and defense that, although unsatisfying, it seems almost

natural. Like the students it serves, those early adolescents caught in the limbo between childhood and maturity, the middle school yearns for an identity. The middle school, long since having proven its validity within the academic scheme, should be allowed to more properly pursue its original goals; not in a defensive, survival oriented atmosphere, but one of intelligently, sincerely planned development.

It would be unfair to question why the planning and inspiration which developed the American Federation of Teachers' restructuring program did not exist years ago when the Berkeley plan was first proposed. All that existed then was the idea and the goals. The AFT plan was developed by teachers; the ideas were drawn from years of experience in middle schools as well as considerable research throughout the country. The insights of those who have dedicated their lives to making middle schools work are an invaluable resource and impetus to the job of refining the concept of an intermediary school level. The development of the new school stage years ago was a dramatic break with the traditional structure. That was the first step, reputed always to be the most difficult. We are now equipped with the knowledge needed to take the second step. The tradition we now have to break is one which follows a policy of "make do" and "leave well enough alone". (The teachers who worked on the COMPASS program hope that their efforts will serve to make well enough much better.)

SUGGESTED STRATEGIES TO BRING THE WORLD OF WORK TO THE CLASSROOM

Francis Low
"Open Doors"

There is a growing realization that students -- particularly at the junior high school level, an age where they are making crucial decisions about themselves and society -- need greater contact with the outside world of the living economy than is now offered by most academic programs. Such contact makes it easier for youths to relate their studies to the world around them; it motivates them to remain in school and gives them a greater chance of eventually finding a satisfying career.

Some schools already have moved to break out of their former isolation and interact more with people and places outside.

However, many educators, while receptive to the need for change, may be at a loss as to how they themselves can act to bring such change about.

Following are some suggested strategies for the innovative educator, drawn largely from the experiences of teachers in New York City.

Bring in Speakers

For example: instead of, or in addition to, having students read a textbook on the justice system, invite a police officer or lawyer to talk to a class on how the system works in practice. A speaker can bring the subject alive and can also stimulate student interest in legal careers for themselves.

To obtain guest speakers: start by finding out what relatives of teachers, or parents of students, would make interesting speakers; a New York City school

started a "Share Your Spouse" program. Then canvass local companies, trade associations, institutions and government agencies, asking which are willing to send representatives to schools; build up a roster of cooperative groups and exchange your information with other teachers.

On a larger scale, a coordinator is helpful. For example, New York City has a "Lawyers in the Classroom" program; a coordinator maintains a file of volunteer lawyers, puts them in touch with teachers who request legal speakers. As more teachers and lawyers have learned of the service, the program has grown steadily.

Arrange Class Visits

Visits by students to businesses give them a sense of the working world in action: of the different jobs within one company, the skills needed, and the role of various businesses in the economy at large.

To find which companies or institutions welcome visits, use the same tactics as for speakers: canvass. Again, exchanging information with other teachers is essential, so that everyone can build on the efforts of everyone else. In New York City, Open Doors, a clearinghouse for information about school/industry contacts, publishes and distributes Guides to Business and Community Resources.

Set Up On-Going Contacts (Internships/Jobs/Community Service)

Organize programs which involve students with an outside company or institution on a more intensive basis. Some examples from New York City:

-- Under Project LIVE, a selected student spends one afternoon a week with one employee from a participating corporation;

the employee involves the student with job activities and gives direct academic tutoring.

-- Under a Cooperative Education program students alternate time in school with a paid job relating to their area of study.

-- Some students do volunteer work in parks, hospitals, etc. for academic credit.

-- Students in an Executive Internship program spend one full semester "shadowing" an executive.

Introduce Career-Related Curricula

You can teach standard school subjects, such as science or economics, in a more career-related way; these courses usually fit in naturally with outside contacts. Some examples:

-- A course called "Understanding the System" approaches the teaching of economics through discussions on what it takes to start and run a small business. The course, developed by a businessman, uses taped dialogues centering around real-life dilemmas faced by businessmen as a way of launching student discussions. Also involved are frequent visits by businessmen.

-- Medical lab techniques courses introduce students to health careers; these courses often involve having students work on

a regular basis in a hospital, dental office, etc.

-- "Me and My Neighborhood", a Social Studies curriculum developed by a junior high school teacher for his class, develops work sheets intended to get students to look at their immediate neighborhood as a way of getting into how housing, transportation, retail stores, and other elements interrelate; and how the student's own sense of identity evolves.

Organize Action Courses

For example; instead of a regular English course, why not have students produce a class newspaper, with the help of professional journalists? Such a project could motivate students to sharpen writing and communications skills and learn other journalism skills such as interviewing, layout and production. In New York, one such program uses the facilities of a local newspaper.

Another example: in some classes, students organize themselves into a "company", with labor and management roles; produce name plates and other objects; and sell them to classmates and parents.

Initiate Career Fairs and Centers

Schools can organize career fairs, inviting business representatives to come for the day to talk to students and distribute informational materials about their professions.

Schools also can organize career centers, libraries of pamphlets, films, etc. about different careers. One New York City school's career center set up five weeks of speakers, available to talk to any class.

Encourage Counselors from Industry

Some businesses in the United States have made employees available on a regular basis to a school to serve as vocational counselors to students. Contact local businesses to see if you can set up similar arrangements.

Participate in Career Education Institutes

Many teachers feel hampered by a lack of information about how different sectors of the economy operate. In New York, a number of businesses sponsor career education institutes for teachers; in one program this year, teachers visit 15 different work sites. See if you can help set up such programs, which are after school for in-service credit.

DECENTRALIZATION AND COMMUNITY CONTROL

Alfredo Mathew, Jr.
Division of Community School District Affairs

Decentralization of the New York City Public School System, thrust by law into full effect in 1970, has had the chance to be tried and tested. Despite some growing pains, it has proven that it can and indeed does work!

Initially, Decentralization was viewed by many as a panacea for the failure of the schools to adequately educate its children. Parents and community residents felt alienated from the school system and found it too removed from the needs of its pupil population. There was general recognition that the school system had become overcentralized and unable to respond adequately to the varied needs of discreet communities with special problems. The school crisis was exacerbated by the increasing racial isolation in the schools resulting from social economic and demographic changes in New York City, and the realization that minority group members had had little voice in decision-making, were inadequately represented on staff and when employed, were mostly at the lowest end of the scale in status and earning power. Concerned people decried the apparent inequities.

These growing problems of the educational system -- including declining achievement levels and the increasing costs of education -- led to public demands for increased accountability and provided the impetus for the State Legislature to pass a bill on March 30, 1967 giving the Mayor a mandate for change in the City's school system. The preamble stressed the importance of community involvement and local control of the schools and set the tone for the Decentralization Law that was to follow.

The 1969 School Decentralization Law for New York City established a Community School District system first with 31, then 32 semi-autonomous school districts. These districts encompass elementary and intermediate schools, not high schools.

One of the main goals of decentralization was to bring a reconnection among parents, professionals and the community in the educational interests of the children, to get the different components of the educational community to work together in harmony. The sharing of responsibility and power was seen as one possible answer. Many felt that by making the schools true community institutions -- with parents playing a special role in day-to-day operations -- the citizens' alienation from public education could be overcome. Parents and legislatures hoped, also, that decentralization would stimulate greater accountability from the school staff.

What specifically has Decentralization accomplished? Parents and community have been awakened as to their responsibilities as partners in the education of their children. Parent associations have become more vocal and active. The local community school boards, elected by the citizenry in public election, have jurisdiction over elementary and middle schools, select a community superintendent and other supervisors, determine curricula and educational priorities and oversees the allocation of all district resources -- human and monetary. Information about the operation of the school system and access to those with power have been made more available to parents. Through greater involvement with the schools, local school board members, parents and other citizens are able, to a certain extent, to assess the performance of teachers, principals and other school workers. The services provided by the educational

system have been more visible; in many instances curricula and programs have been instituted with the encouragement of parents. Meaningful gains were made in the number of minority members on staff at teacher and supervisory levels. The quality of participation is more intense with the development of an elite of well-informed activists who have kept hammering at issues and battling for improvements. This has resulted in more productive dealings between parents and supervisors. Parents have also been able to force the school door open to a point unknown before pre-decentralization days.

The path to decentralization has been rocky at times. The community school boards have faced conflicts with the Board of Education, parents groups and with the unions. Neighborhoods have been polarized and politicized in some instances and angry voices have been raised against the system.

It was with these considerations in mind that the Division of Community School District Affairs retained as one of its chief goals, the facilitation of understanding and cooperation within districts: (a) As between Parents Associations and other community groups and the Community School Boards; (b) As between Community School Districts; (c) As between districts and the Central Board; (d) As between districts and outside public agencies by providing an avenue for rational discussion, conciliation, conflict resolution services, and an appeals machinery for the fair hearing of complaints under the Decentralization Law.

Several vehicles have been initiated to foster the continuous sharing of problems and their resolutions by both Central and the Community School Districts. One of these is the Consultative Council, at which representatives

of the 32 Districts meet twice monthly with representatives of the Board of Education and Central staff. This unique forum gives community school boards an opportunity to review policies and administrative directives with people at Central before they are passed by the Board.

There is a process of continuing dialogue between Central Headquarters and Community School Districts and Central's evergrowing indication of its desire to be of service to those Districts.

We are constantly reminded that the success of our society is based upon two diverse, yet compatible concepts; i.e., "melting pot" vs. pluralistic culture. For our purposes, this says that all Community School Boards have the right to be different, as well as the right and duty to be primarily interested and concerned for the common welfare of its own community. Yet, in the final analysis, it is to be recognized that we are <u>one</u> school system, within one city with a need to share a sense of city-wide unity, of identification with the whole.

WHAT'S WRONG -- YOU'RE NOT "DISTURBED"?

Vera S. Paster, Ph.D.
Bureau of Child Guidance
NYC Board of Education

It is no wonder that the junior high school is generally acknowledged to be the most difficult school setting, and the junior high school student, especially in groups, as the most difficult to "manage". Emotional problems are the rule, not the exception during this period. And there is an infectious quality to such disturbance. Behavioral manifestations trigger youngsters and teachers alike into mutually negative interactions.

Earlier in the childhood years pressures are muted by the child's dependence on approval and affection, reinforced by the child's developmental struggle for competence. Later, there are strengthened inner controls and self directiveness. But the junior high child-early adolescent is beset by a sense of inferiority, a push for attainment, a struggle to develop an independent sense of identity, a need for group reinforcement, an increased sensitivity to external stress, and a newly unstable physical and social self. These pressures are readily expressed in behavior.

First definitions: The junior high school student is 10 to 15 years of age, and has all degrees of physical and emotional maturity. "Emotional disturbance" is usually descriptive of behavior that the describer views as troubling or troubled. Because the term sounds like a diagnosis rather than the reaction it is, it suggests sickness. It leads to the idea that difficulties must be dealt with by healing the person rather than the situation.

The healthiest among us occasionally react in ways which may be considered "disturbed". Behavior, whether disturbing or constructive, manifests coping. All coping expresses a combination of both internal and external forces in interaction. We can best effect behavioral change not by focusing on one individual, but by bringing about reinforcing changes among the various interacting forces. What follows illustrates a consultation approach used by the school psychologists, school social workers, and school psychiatrists of the Bureau of Child Guidance, the mental health agency of the New York City school system to help engage reconstructive interactions on behalf of the "disturbed".

Teachers are helped to make systematic assessments of external stress sources: the social and environmental life setting of the student, the school setting, the peer group, the family. They are also helped to identify the struggles of the student with internal growth forces. These stresses are sources of nourishment and growth, but at the same time sometimes also lead to reactions of disturbance. The same student has different vulnerabilities at different times. Different individuals react differently to the same stress. Chronic negative behavioral accommodations sometimes result. As Ericson states, the "greatest need and often...only salvation is the refusal on the part of older (persons) to type (the junior high student) by pat diagnoses and social judgments which ignore the special dynamic conditions of adolescence".

Social Environmental Forces: These are the forces that affect all of us all of the time -- economic instability, poverty, being categorized and/or feeling at a disadvantage because of race or ethnicity, environmental over-

crowding, lack of clear expectations as to such social values as sexual and sex-role behavior, work ethic and the like. We know that poverty is among the most virulent social stress factors because of its demonstrated connection to all possible negative indicators. Likewise racism. It is an easy temptation to attribute all problems to such sources, with the inevitable result of impotence. It must be remembered that there are always many external and internal forces at work. There are always some which may be effectively influenced.

Teachers can be helpful to students suffering from social conditions by providing opportunities for the students to talk about their life situation. When a teacher who has been able to work through his or her own concerns in these areas can see life from the eyes of the student, the teacher helps development of positive options by building communication and by helping the student to focus his anger.

The Family: During the junior high years families are typically anxiously trying to exert sufficient control to protect youngsters from dangers to health, safety, or to the family's value system. Families also strive to encourage the growth and independence of youngsters of that age, even while they seek to prolong the childlike status. Whether single parent or parent surrogate, regardless of economic situation or ethnic identity, and even regardless of competence as parents, almost all families try to perform these functions.

Although students of this age are still dependent on the family's acceptance and approval, they struggle against these pressures. Very often

this struggle is acted out in the classroom, with the teacher standing in for the parents. Persistently exhibitionistic, negative behavior may be the result. Teachers of students with such inclinations have found it useful to set up a classroom management system, academic projects, and extra curricula activities which enable students to assert choice and to assume primary responsibility. The teacher then becomes a less attractive target for declarers of independence.

Peer Pressure: Important peers are not only the actual group of friends with whom the student moves, but also the student's notion of what is expected by peers in general. This collective group is brought into all interactions.

This gang force can be used constructively in the classroom. When the students are helped to work in groups where the individuals are mutually dependent on each other's contribution, and school work includes more than academics, peer energy may be shifted to contributing to the group's work. Teachers who are careful never even unintentionally to humiliate a student, who find ways of helping students to earn status in school productive areas, including in the gym, and who set up a classroom situation that emphasizes mutual respect, loyalty, and cooperation tend to direct peer assertive behavior to non "disturbed" manifestations.

Internal Pressures: The junior high age student varies widely in degree of physiological and social maturity. Some time during this phase all will be in at least early pubescence with attendant physical and emotional imbalances, push for adventure, self-assertion, need for reassurance about being loved and

being lovable, need for protection, concern about sexual attractiveness and sex activity, and more. Regardless of behavior indicators to the contrary, every student at this time, as at others, wants to cope successfully, wants to learn, and wants to be accepted by adults as well as by peers.

A student who has fallen seriously behind scholastically worries about being "a failure". Some withdraw from any kind of academic exposure. Some try to distract attention from particular inadequacies by taking on behavior that the adult might consider worse. The teacher should also remember that the student who does not learn also triggers the teacher's defensive reactions, since adults also react to the frustration of being blocked from successful functioning.

A problem-solving approach to the learning issue must be based on the teacher's sharing responsibility with the student. When they both join in the search for the effective ways for the particular student to learn, they maximize the chances of success. Interested, achieving students show less disturbing behavior whether they live in high stress ghettos or in low stress areas of affluence. Academic progress is better achieved if the teacher accepts as expected the junior high student's restlessness, distractibility, and need for adventure. Experiental learning and simulations, fast pace, dramatizing material, liberal use of trips and field work experience are even more necessary for the junior high student than later, when such methods are more commonly in use. Most junior high students react to the here and now. They are no longer learning simply because they feel impelled to meet adult expectations, nor are most yet self-accepting of school achievement as necessary for their own goals. When there is a race or class difference or generalized resistance

to adult authority, all that can be done to reduce the sense of alienation or distance from the teacher and the knowledge she represents, also supports the student's scholastic effort.

Because students are traditionally without recognizable rights, and because they are at the developmental level of over-reactivity, they are traditionally seen as the cause and focal point for problems of which they are a part. Family therapy, a treatment modality newly recognized as effective, by its very nature gives recognition to the fact that all members of a family contribute to and react to each other's influence and to outside stress factors. This is despite the fact that one member's reactions to the shared condition may be described as "disturbed". Educators also need to conceptualize the interplay among "disturbed" and non-disturbed students, the adults, the classroom, the school, and the outside world as interdependent forces. This conceptualization is functional because it provides options for ameliorative interventions: What social pressures can be affected, or diluted, or directly confronted? A job for a father, or breakfast and lunch for a student often goes a long way in relieving "emotionally disturbed" behavior; what are the school pressures on this classroom unit, on the students and teacher within it? Schools that provide structure and support for its members do not add to the system's stress; what is the interaction in the classroom group? What are teacher behaviors which will help re-direct expression of developmental forces? The teacher can systematically observe the various forces affecting both the students and him or herself, help the students assist this assessment, and both together can set about ways to engage constructive forces. This approach is both preventive and remedial, and is in contrast to a "sick child" focus which tends to reinforce everyone's helplessness.

HOW INTERMEDIATE & JUNIOR HIGH SCHOOL STUDENTS VIEW THEIR SCHOOLS AND SCHOOLING

Terry Wright: "When I was in elementary school I thought junior high school was where you went when you get real big, but now I think college is where you go when you get real big. So I guess I always think what is ahead is real great, when it really isn't...."

Deborah Velez: "Happiness is going to lunch and the line is not long ...."

Cherrie Hunter: "Here, I found out that they were trying co-ed gym classes. So I never got to have a gym class with all girls. Now, being in the 8th grade I no longer entertain that idea...."

Roi Mohadeo: "The teachers do care if you learn, some don't but they aren't worth discussing about. Some of the care belongs to the kids, because if the kids don't care there is no way the teachers can teach them...."

Paul Halberg: "When you come from a school with one teacher all day and you come to meet four different subject teachers a day who are really specialized and know their subjects the whole aspect of learning is made much easier on the student...."

Aaron Finkel: "But what I really am looking forward to is making my family proud of me...."

Julia Bonemi: "I love dance and gym and I like having a locker for myself...."

Gwendolyn Smith: "I like my teachers also because they act like they care about you like they would care about their child. The only thing I don't like about that school is they don't let you in the school when the weather is bad...."

Pui Wong: "I also thought the students would be more serious, but instead they sometimes fooled around. Some of our teachers were fired and we didn't have enough money to buy books and equipment. In spite of the cutback, our school managed to function...."

David Portell: "In elementary school the day passes slowly. All day in one class room. You see the same class room, same teacher for seven hours...."

Ethan Foster: "The idea of changing class rooms is really great. Just think, you start working and then it hits you mmmmm the beloved bell. It's much better than staying in the same sweaty, hot and clammy room...."

Rosario Bodden: "Next year I hope that we have the same advantages as we have this year. Because I want to study, because I want to become a success. I don't want to be an old housewife...."

Miguel Sanchez: "I know I can pass. In other words I love school. I am very high spirited about my education...."

Kelly Marie Conboy: "He had a way of teaching that made learning fun. He also taught us singing -- not that he could sing very good -- I mean he thought he could -- but the whole class knew he couldn't. In spite of his bad singing he made a swell teacher...."

Nina Pike: "I also like the freedom of the lunch hour. In the other school you have 25 minutes to eat then a whistle blew and you got a lecture on quietness. Here you eat then you go out to play, if you want a long recess you eat fast, if you don't care you take your time eating. My future in this school is going to be basically up to me, and the budget cuts. If school continues like this but harder every year, I'm going to be pretty smart. If there are more budget cuts, I think school isn't going to be so hot, but if more money comes in, it's going to be great. For instance the shop teachers were fired so we don't have any shop...."

Anthony Powell: "She was a very very nice teacher. She often told me I was a smart boy and then I had confident in myself....She was an alright teacher but if she gets mad she's mean. She a little bit of karate skill she often kill roaches with kicks on the wall she chopped a boy in the head for stealing money out of her pocketbook, she would often check our homework she would come to me and say Anthony!! did you do your homework!! I would say yes teacher in a silent voice...."

Miriam Messinger: "A person named Billy was on trial for misusing verbs, nouns, adverbs, etc. in sentences. The actual crime he committed was saying, "We was going to the park." Working with Susan on those things was very enjoyable. Susan and I developed a warm relationship. To tell the truth I don't like Susan I love her!...."

Eric Rosenblum: "I didn't expect to get mugged as much either. I've been here 3 weeks and I've got mugged twice and my friend has been mugged once when I was with him....When one of the teachers is in a bad mood, and the bell rings, you can go to another classroom where a teacher may be in a good mood...."

Kai Chiv: "I'd like to have trips like to the Poconos mountains where we stayed for a week and had the best times of our life there. I'd also like to have all cigarette and dope smoking stopped and alcoholic beverages too. Most of all I'd like more teachers so we'll have more activities and so we can get a better education...."

Rachel Schwartz: "What the middle school was really like when I came here. The reality of the middle school was a seemingly huge building with a high wire fence, occupied by hundreds of kids. It was noise all the time, and pushing and shoving. It was getting crushed in the crowd to get in, or out, of the building. It was being hit, and pushed, and yelled at, by older kids and sometimes teachers. It was also the thrill of taking a class trip to the World Trade Center. It was getting back a test-paper on which you scored 100. It was eating lunch in the classroom and fooling around with your friends. It was having all your homework done and spending the morning reading...."

Alfredo Taylor: "Time goes by and its June. I know I might not pass because I've been fooling around a lot in class. I get my report card and it happens I get left back again.... And its happening again since I'm with my friends I'm starting to fool around again like last year. Its June and like last year I know I didn't do good and I knew I wasn't going to pass. I didn't pass. I didn't pass that's when I learned my lesson don't fool around in class, do my homework and classwork, stop playing around ...."

Leona Wilson: "I haven't had no problems at all in this school. I can't even think of one just because it wasn't that many. I haven't had any special feelings toward anyone....Yes I can discuss a lot of things with my teachers when they are in good moods...."

Julio Cesar Casting: "The best thing about this school is that the teachers are strict and that they want you to learn...."

Peter Starkey: "Another thing that happens to me a lot is whenever I'm walking someplace, in or around the school, someone almost always says to me, "Hey, white boy, got any money?" That line has been said to me often...."

Melissa Ray: "There was a teachers strike going on but to my surprise and glee our teacher took all 36 of us and held classes in her own apartment....And it would be great to have a new paint job in the bathroom because the old paint is peeling...."

Robin Goldstein: "Once I got to the middle school I found out there were rough kids. Some of the way to avoid the rough kid to always go somewhere with a friend and when your short like me you have to watch out for kids hitting you on the head in the halls. You must at all times try to avoid getting in the way of any kids games in the hall...."

Wyatt Robinson: "But today you are a seventh and eighth grader and everything is different. You are getting robbed left and right ....You know that its always small people getting mugged. They tell Mr. Big and he tells you everything is gonna be allright so he enforces a police force around the school. The person cries like a baby for somebody to take him home but nobody does...."

John Chin: "I also like school because of all the good things they have, like all the different shops and the different types of learning programs....The other bad thing about school is that some of the teachers do not have control over their own students...."

Joseph Dolinsky: "My friends told me that every day there would be a couple of fights inside and outside of the school. This made me very uneasy and made me wonder how I would learn anything with all this commotion going on. Also this made me think twice about going to this school...."

Michael Rosenblum: "One of the special things that will remind me of school is that in 1975 our Math Team won first place in the city...."

Jonathan Bernstein: "For sixth grade I went to private school and I quit because there wasn't enough work...."

Jonathan Meyers: "And I think that if the teachers would be themselves and relax a little more then we would be ourselves and probably learn more and have maybe some fun...."

Milagros Torres: "I wish we were all like one big family. I wish there were more discipline, respect and responsibility on the part of the students as it happens in Puerto Rico...."

Sonia Martinez: "Teachers should be stricter, stronger and more demanding. Students should be more responsible and better disciplined as they are in El Salvador. We should all love one another...."

Martha Alzamora: "The New York City educational system offers the students all types of commodities like breakfast, lunch, books, good teachers, transportation by bus and train free. This does not happen in Ecuador...."

Participating Organizations-New York

American Telephone & Telegraph Company

Association of American Publishers, Inc.

Board of Education of The City of New York
- Office of the President
- Office of the Chancellor
- Office of the Deputy Chancellor
- Office of Public Affairs
- Division of Educational Planning and Support
- Division of Community Affairs

British Consulate General

Citibank

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Community School Board and Office of the Superintendent District 10, Bronx

Community School Board and Office of the Superintendent District 31, Staten Island

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Intermediate School 162X District 7, Bronx

Intermediate School 52X District 8, Bronx

Intermediate School 137X District 10, Bronx

Institute of Urban and Minority Education Teachers College, Columbia University

Junior High School 125X District 8, Bronx

Junior High School 118X District 10, Bronx

Junior High School 2R District 31, Staten Island

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New York University Graduate School of Business Administration

New York Urban Coalition

Office of the Mayor, City of New York

Open Doors

Pfizer, Inc.

Scholastic Magazine, Inc.

Staten Island Federation of Parent Teachers Associations

Union Carbide

United Federation of Teachers

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Introduction

The New York Urban Coalition in cooperation with approximately 35 organizations is sponsoring a symposium devoted to the study of middle school education in New York. This symposium grew out of a visit by Louis McCagg, then director of the Coalition's Education Program, to the annual conference of British Teacher Centres in April 1975. At that meeting, he was asked to outline the Coalition's work in school planning with the New York City school system. Subsequent communication between the Coalition and teacher centre leadership led to development of the New York-London Middle School Project.

The purpose of the Project will be to provide an opportunity for a select group of educators from London to study middle school education in New York. At their request, the Project focuses on an examination and analysis of in-service, school-based teacher training, school-based planning (how school communities identify and reach goals) and school-community relationships. Additional sessions will also cover a number of complementary or supportive activities which affect the management of a school, e.g. relationships between headquarters and school districts; teacher union goals and activities; multi-ethnic education; school system management and budgeting; and school-industry partnerships.

The Project will set out to accomplish these objectives through visiting several community school sites for meetings with parents, students, teachers, support staff and administrators. Complementary discussion sessions with key policy-making personnel, journalists, researchers and business representatives are interwoven around these school meetings.

Planning for the New York Project involved many organizations deeply concerned with the improvement of public education at the middle school level. Their intention is that the middle school student, possibly the most neglected in our schools, will benefit through an international exchange of ideas and experiences. The Urban Coalition is very pleased to assist in reaching this goal.

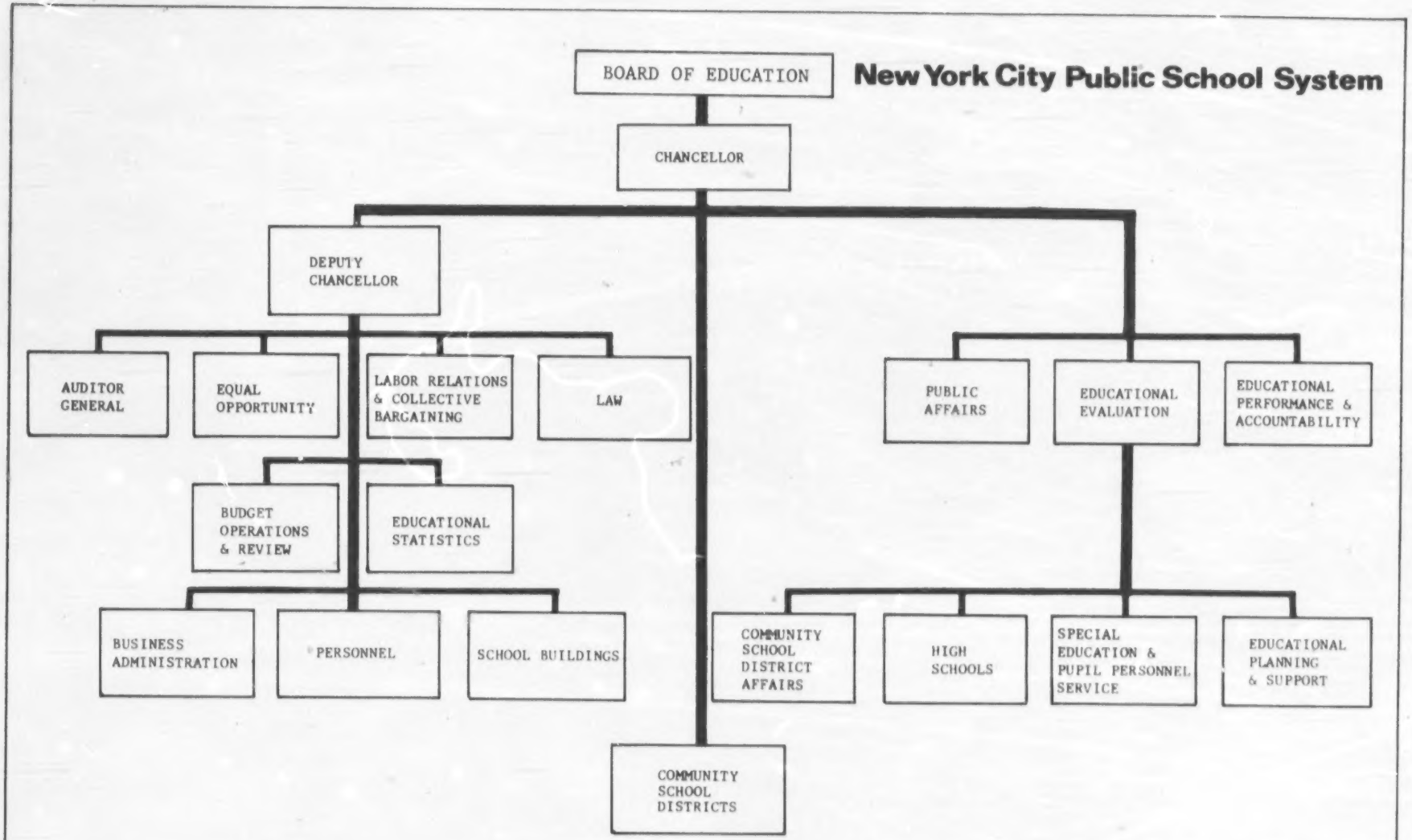
For the summary report
on the Project, please
contact the
New York Urban Coalition
Education Program
1270 Avenue of the Americas
New York City, New York 10020

25th monday

8:00 A.M.....	BREAKFAST - North Room Harvard Club, 27 West 44th Street. Presiding - Louis McCagg
8:30 A.M.....	WELCOME: Arthur H. Barnes, President, New York Urban Coalition
8:45 A.M.....	Introduction to New York City School System - Irving Anker, Chancellor, Board of Education
10:00 A.M.....	Journalist's Perspective of City's School System - Bert Shanas, Editor - View Section, "Daily News"
10:30 A.M.....	COFFEE
11:00 A.M.....	Common Educational Priorities and School based planning, Lynn Gray - Director - Education Program, New York Urban Coalition
12:00 A.M.....	Proceed to Scholastic Magazine, Inc., 50 West 44th Street, 6th floor
12:15 - 2:15 P.M..	LUNCH Host: Richard Robinson, President, Scholastic Magazine, Inc. Subject:The Educational Publisher and the School Return to Harvard Club - Mahogony Room
2:45 - 3:15 P.M...	Overview - Arnold Webb, Executive Director, Division of Educational Planning and Support, Board of Education
3:15 - 6:15 P.M...	Panel Presentations*
3:15 - 4:15 P.M...	Local Problem Solving - George Gallego, Principal - I.S. 52X
3:30 P.M.....	TEA
4:15 - 5:15 P.M...	School Community Relations - Hector Aponte, Chairman Community Board #3
5:15 - 6:15 P.M...	School-based Staff Development - Walter Edge, Principal - I.S. 44M Panel Participants:* Mrs. Marie Torchia, Teacher - I.S.44M Monte Eidlen, Principal - J.H.S. 125X Mrs. Justina Cardona, Parent - I.S. 52X Ms. Diana Levinskey, Teacher - J.H.S. 125X Mr. Joseph Cammarano, Teacher - I.S. 52X Mrs. Corrine Rodrigues, Parent - J.H.S. 125X
6:15 - 9:00 P.M...	RECEPTION AND DINNER - North Room, Harvard Club, Sponsored By Union Carbide Speaker: Dr. Charles Harrington, Institute for Urban and Minority Education, Teachers College, Columbia University Subject: Multi-ethnic Education

26th tuesday

8:00 - 9:30 A.M...	BREAKFAST Harper & Row 10 East 53rd Street 11th floor Host: Winthrop Knowlton, President - Harper & Row Speaker: Dr Kenneth B. Clark, President - Clark, Phipps, Clark & Harris Subject: New York City School System
9:30 - 1:45 P.M....	VISIT to I.S. 162X District 7 600 St. Ann's Avenue, Bronx Host:Harvey Goldenberg, Principal
9:30 - 1030 A.M.,.	BUS to I.S. 162X
10:50 - 11:30 A.M..	Tour of Various Programs and Classes with Student Guide
11:30 - 12:30 P.M..	LUNCH MEETING with School Development Team Members
12:30 - 1:00 P.M...	Role of Parents - P.T.A. members
1:00 - 1:45 P.M...	Tour of Programs with Student Guides - Reading Lab - Bilingual Lab - Resource Center - Health and environmental programs - Math Lab - TV Studio
2:00 - 3:30 P.M....	Community School District 7 Office of Superintendent, Ms. Carmen Rodriguez 501 Courtland Avenue, Bronx
4:45 - 7:00 P.M....	RECEPTION and DINNER with Members, Board of Education Sponsored by Citibank Host: Dr. Robert J. Christen, President Place: SS John W. Brown - Pier 42, Hudson River
4:45 P.M,.....	Student Escorted Tours
5:15 P.M.....	Welcome by: Edward Morris, Principal
5:40 P.M.....	DINNER
6:20 P.M.....	President, Board of Education presiding - Talk and Discussion
7:00 P.M.....	LEAVE FOR BROOKLYN
7:30 - 10:00 P.M...	Attendance at regular monthly meeting of Board of Education at 110 Livingston Street, Brooklyn


BOARD OF EDUCATION
New York City Public School System
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LAW
BUDGET OPERATIONS & REVIEW
EDUCATIONAL STATISTICS
BUSINESS ADMINISTRATION
PERSONNEL
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PUBLIC AFFAIRS
EDUCATIONAL EVALUATION
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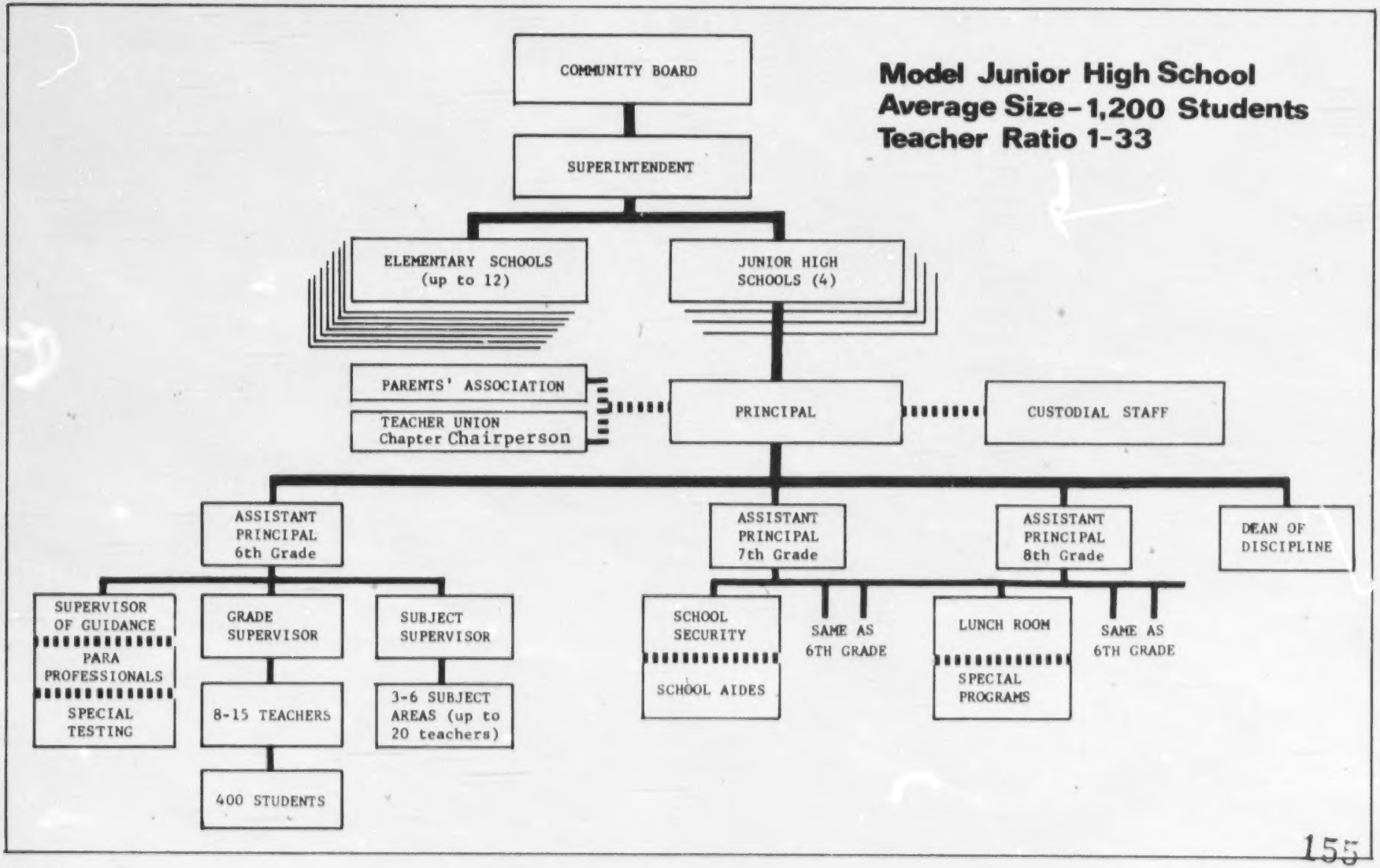
COMMUNITY SCHOOL DISTRICT AFFAIRS
HIGH SCHOOLS
SPECIAL EDUCATION & PUPIL PERSONNEL SERVICE
EDUCATIONAL PLANNING & SUPPORT
COMMUNITY SCHOOL DISTRICTS

27th wednesday

8:00 - 9:30 A.M.	BREAKFAST - Mahogany Room - Harvard Club Sponsored by Exxon Corporation
8:00 - 8:45 A.M....	Speaker: David Rogers, Professor, New York University Subject: Attempts at Education Reform 1970-'76
8:45 - 9:30 A.M....	Fred Hechinger, Assistant Editor, Editorial Page, the New York Times Subject: Planning a Model School in a Crisis Environment
9:30 - 10:30 A.M...	BUS to J.H.S 118X District 10, 577 East 179th Street, Bronx Host: Gerald Friedlander, Principal Discussion: Introduction to Philosophy and Organization of J.H.S. 118
10:30 - 12:00 P.M..	Visit J.H.S. 118X
10:30 - 10:45 A.M..	REFRESHMENTS IN LIBRARY
10:45 - 11:45 A.M..	OBSERVATION AND DISCUSSION - Cluster Program with Frank Pignatelli, Director, and students - Camelot Program with Gene Scher, director and students
11:45 - 12:00 P.M..	Return to Library for review
12:15 P.M.....	Bus to Intermediate School 137X, 2225 Webster Avenue, Bronx
12:30 - 1:30 P.M...	LUNCH and TOUR by students
1:30 - 2:30 P.M....	DISCUSSION: History Perspective and Planning for I.S. 137X Host: John Carofalo, Principal Place: Community Room
2:30 P.M.....	BUS to Community School District 10, Office of Superintendent, Dr. Theodore Wiesenthal, 3961 Hillman Avenue, Bronx
3:00 - 4:40P.M.....	Hosts: Mrs. Sylvia Bloom, President, Community School Board 10, Dr. Theodore Wiesenthal, Community Superintendent Focus: Slide Presentation of District 10 Curriculum Change and Development within Individual Schools Attending: principals, teachers, parents
4:30 P.M.....	BUS to Harvard Club
7:00 P.M.....	REFRESHMENTS - Bali Room - McGraw-Hill, Inc. 1221 Avenue of the Americas, 50th floor
7:30 P.M.....	DINNER Hosts: G. Stanley Kendrick, Vice President, McGraw-Hill International Book Company Randall G. Marshall, Editor-in-Chief - Webster Division, McGraw-Hill Speakers: Mrs. Frances Low, Director - Open Doors Subject: School-Industry Programs Dr. Floyd Flom, Vice President of Public Affairs-Economic Development Council Subject: Developing a School-Industry Council


Model Junior High School
Average Size - 1,200 Students
Teacher Ratio 1-33
COMMUNITY BOARD
SUPERINTENDENT
ELEMENTARY SCHOOLS (up to 12)
JUNIOR HIGH SCHOOLS (4)
PARENTS' ASSOCIATION
TEACHER UNION Chapter Chairperson
PRINCIPAL
CUSTODIAL STAFF
ASSISTANT PRINCIPAL 6th Grade
ASSISTANT PRINCIPAL 7th Grade
ASSISTANT PRINCIPAL 8th Grade
DEAN OF DISCIPLINE
SUPERVISOR OF GUIDANCE
PARA PROFESSIONALS
SPECIAL TESTING
GRADE SUPERVISOR
8-15 TEACHERS
400 STUDENTS
SUBJECT SUPERVISOR
3-6 SUBJECT AREAS (up to 20 teachers)
SCHOOL SECURITY
SCHOOL AIDES
SAME AS 6TH GRADE
LUNCH ROOM
SPECIAL PROGRAMS
SAME AS 6TH GRADE

thursday 28th

6:10 A.M.....	SUBWAY TO BATTERY PARK
7:00 A.M.....	FERRY TO STATEN ISLAND
8:00 - 9:15 A.M....	BREAKFAST with Parents, J.H.S. 2R, District 31, 333 Midland Avenue, Staten Island Conversation: Mrs. Dorothy Schoppmann, P.T.A. president James Regan, Member, Central Board of Education Mrs. Martha Bendix, President - Staten Island Federation of P.T.A.'s Mrs. Cathy Cass, Member, Community School Board # 31 Mrs. Marie Donoghue, Chairlady - J.H.S. Committee, S.I. Federation P.T.A.s Subject: Role of Parents in School-Community Relations
9:15 - 10:15 A.M...	OBSERVATION and DISCUSSION of Teacher Developed Curriculum Teachers: Ms. Mary Drury - Career Education Arnold Raffone - Coop Education Ms. May Fisher - Scecamp Program Asst. Principal: David Kraus, Scecamp Program
10:15 - 11:00.....	Student Guided Observation of Mock Election and tour of School
11:00 - 12:45 P.M.	LUNCH in the Library Panel of J.H.S. and I.S. Principals from S.I. Chairman: Dr. Jack Bloomfield, Principal Irwin Feingertz, Chairman Community School Board #31 Louis DeSario, Superintendent District 31 Norman Harris, Principal - I.S. 27R Ralph Caporale, Principal - I.S. 51R Bernard Walker, Principal - I.S. 61R Discussion: Planning and Organization; Curriculum Mixed Ability Grouping; Discipline; Retardation
1:00 P.M.....	BUS to Brooklyn
1:30 - 4:00 P.M....	VISIT to Headquarters, Board of Education, 110 Livingston Street, Brooklyn
1:45 - 2:45 P.M....	Dr. Bernard Gifford, Deputy Chancellor, Rm. 1004 Discussion: Management of the City's School System
3:00 - 4:00 P.M....	Alfredo Mathew, Jr., Executive Director, Division of Community Affairs Discussion: Working with 32 School Districts, Rm.608
4:45 P.M.....	VISIT Headquarters, United Federation of Teachers, 260 Park Avenue South, Manhattan Host: Sol Levine, Vice President for Junior High Schools Discussion of Union Goals and Activities Tour: Teacher Store, In-service Training Workshop and Union Headquarters.
6:15 P.M.....	RECEPTION and BUFFET Attending: J.H.S. Members, United Federation of Teachers' Executive Board

Board of Education Expense Budget

Program		1974-75 As Modified	1975-76 As Modified
I.	City Board of Education	$ 1,890,374	$ 1,715,545
II.	City General Administration	10,336,346	9,629,786
III.	Personnel	7,520,592	5,767,969
IV.	Educational Planning and Support	11,099,301	7,661,964
V.	High Schools	623,341,324	618,734,603
VI.	School Buildings	28,011,139	30,852,796
VII.	Business and Administration	34,094,863	36,908,563
IX.	Reimbursable Programs	258,681,010	228,603,939
XI.	Heat, Light and Power	19,485,800	29,869,500
XII.	Debt Service	233,851,471	258,486,422
XIII.	Medical, Dental and Health Services	11,955,110	10,500,000
XIV.	Non-Public Schools	48,541,579	51,202,314
XVI.	Special Education	212,564,766	193,235,003
XXIII.	Youthful Drug Abuser Prevention Program	15,666,000	14,800,000
XXIV.	CETA Title II and VETA Title III	10,995,174	15,980,087
XXV.	Work Relief Employment Program	1,132,811	392,438
XXVI.	CETA Title I	5,131,449	4,461,031
XXX.	Community School Districts	1,218,151,830	1,145,905,915
XXXI.	Community School Districts Affairs	113,829,888	116,212,401
L.	Unallocated Appropriation	----------	22,000,000
		$2,866,280,827	$2,804,020,186

Ethnic Breakdown of Day-School Program

LEVEL	BLACK	AMERICAN INDIAN	ORIENTAL	PUERTO RICAN	OTHER SPANISH SUR. AMERICAN	OTHERS	TOTAL
ELEMENTARY	198,793	305	12,496	137,295	29,102	163,695	541,686
JUNIOR HIGH-INTERMEDIATE	89,257	151	4,984	54,789	10,756	68,973	228,910
ACADEMIC-COMPREHENSIVE	97,466	224	5,918	45,271	12,914	107,518	269,311
VOCATIONAL-TECHNICAL	18,277	49	830	15,210	1,167	10,495	46,028
SPECIAL SCHOOLS	6,530	14	41	3,727	325	2,432	13,069
TOTAL	410,323	743	24,269	256,292	54,264	353,113	1,099,004*
PERCENT OF TOTAL	37.4	0.1	2.2	23.3	4.9	32.1	100.0

*AS OF OCTOBER 31, 1975, EXCLUDING 1883 STUDENTS RECEIVING HOME INSTRUCTION.

29th friday

8:00 - 9:30 A.M.	BREAKFAST sponsored by American Telephone and Telegraph Company, Slocum Room, Harvard Club Speaker: Ms. Hortense Jones, Director - Center for School Development, Board of Education Subject: Relationship Between Child Development and Staff Development
9:30 - 12:15 P.M...	Visitors' Workshop - Slocum Room
10:30 A.M.....	COFFEE
12:30 - 2:00 P.M...	LUNCH - Yale Club, 50 Vanderbilt Avenue at 44th Street, 18th Floor Sponsored by Holt, Rinehart and Winston, Inc.
2:00 - 4:30 P.M....	DISCUSSION Moderator: British Representatives Subject: Discussion by visitors of impressions, feelings, problems, etc., along 3 basic themes of symposium: School-based planning School-based staff development School-community Relations
3:30.....	TEA
5:00 - 6:30.....	FINAL RECEPTION Sponsored by Pfizer, Inc. Place: President's Room - Harvard Club

Note: As most of our British visitors will be here during the following week, (November 1st thru 5th) the Coalition urges both American hosts and British visitors to arrange, as desired, their own follow-up meetings after the Conference ends. The Coalition will be pleased to assist as needed.

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